



Effects of Teaching Pedagogies on the Attitudes, Motivation, Orientation and Self-Identity of Japanese Students of English as a Foreign Language

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Abstract

There has been extensive research over the past two decades into what motivates students of English as a second/foreign language (ESL/EFL) in the second language (L2) or foreign language (FL) classroom. With a large percentage of these studies focused on Japanese EFL students, many studies have examined the issue of student motivation from various perspectives focusing on internal and external variables in various institutional environments. However, a gap exists in the literature that warrants a specific focus on the teaching pedagogies' influence on the students' attitudes, motivation, orientation and how the influence of the teaching pedagogies relates to self-identity. This thesis presents two studies (i.e., Study 1 and Study 2) and the participants of the studies were Japanese EFL students in eight university classroom environments. Four of the eight environments were at a private university in Japan and the other four of the eight environments were part of a short-term English study abroad program conducted at a private college in the United States. The studies examined the ways in which teaching pedagogies influenced the attitudes, motivation and orientation of the students in the different classrooms and how the influence of the teaching pedagogies related to the students' ability to envision using English in the future (self-identity). Both studies used a mixed method approach which allowed for a more comprehensive data analysis through quantitative and qualitative data collection methodologies. Data was analyzed within a theoretical framework that consisted of the L2 motivational self-system (Dörnyei, 2009) and intercultural competence (Yashima, 2013). The studies were conducted to see how the teachers' implementation of student-centred teaching pedagogies that promoted autonomous learning affected the students' ability to visualise a future self-identity within the three constructs of the L2 motivational self-system: the ideal self; the ought-to self; and the learning experience. Findings suggest that the students who experienced internationally focused issues and imagined target language (TL) communities through English classroom instruction in the Japanese-based classrooms or participated in the short-term English study abroad program in the U.S. displayed more positive attitudes, improved orientation, more positive learning experiences and a more pronounced ability to picture a future self-identity using ESL than those students who had less exposure to these variables.

Certification of Thesis

This Thesis is entirely the work of Alan Gregory Harper except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

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Student's and supervisors' signatures of endorsement are held at the University.

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Chapter 1

Introduction

1.1 Background

Research in the field of second language (L2) or foreign language (FL) learning and motivation has a history dating back more than sixty years. Early studies (e.g., Gardner, 1960; Gardner & Lambert, 1972; Lambert, 1955, 1956a, 1956b, 1956c) focused mainly on the psychological variables that account for the students' attitudes, motivation, orientation, perceptions of the learning environment and reasons for learning an L2/FL. Early research conducted by Gardner and Lambert (1959) originated in Canada, was based on research into bilingualism and introduced the constructs of integrative and instrumental orientation. Gardner and Lambert (1972) conducted further research on integrative orientation with French and English L2/FL students in Canada and focused on the correlation between attitudes and motivation. Gardner (1985) developed the socio-educational model based on earlier L2/FL motivation research conducted by himself and colleagues Lambert and Smythe (e.g., Gardner, 1960; Gardner & Lambert, 1959; Gardner & Lambert, 1972; Gardner & Smythe, 1975; Lambert, 1955, 1956a, 1956b, 1956c). He contended that integrativeness is an important predictor of how much effort (motivational intensity) the student will exert when learning an L2/FL. Variables of integrativeness that serve as predictors of motivational intensity include positive attitudes toward the target language (TL) community, learning the language and the desire to learn the L2/FL in order to contact and/or identify with members of the TL community.

Dörnyei (1991) acknowledged the importance of the Gardnerian social psychological model of motivation but envisioned a more pragmatic, education centered approach to L2/FL motivation that reflects the perceptions of practicing teachers and the results of mainstream educational psychological research. Dörnyei and Csizer (1998) contended that the issue of motivating language learners in the classroom had been an ignored area of L2/FL motivational research until the mid-1990s and refer to several studies that were conducted in this area (e.g., Burden, 1995; Good & Brophy, 1994; Jones & Jones, 1995; McCombs & Pope, 1994; Raffini, 1993, 1996 as cited in Dörnyei & Csizer, 1998).

Starting in the 2000s the Gardnerian social psychological model was viewed by some in the field of L2/FL learning motivation as outdated and several studies (e.g., Coetzee Van-Rooy, 2006; Dörnyei, Csizer, & Nemeth, 2006; Irie, 2003; Lamb, 2004; Ushioda, 2006; Warden & Lin, 2000; Yashima, 2000) questioned the validity and relevance of integrativeness. One of the main problems with the integrative orientation theory is the phenomenon of globalization and the emergence of global/world English as a dominant international language (Dörnyei, Csizer, & Nemeth, 2006). Past criticism of Gardner's construct of integrativeness and the advent of the global English language community led to a rethinking of English L2/FL learning motivation where learners identify less with external reference groups and more with an internal representation as actual members of the global English language community (Ushioda, 2013).

Variables of integrativeness identified by Gardner in the socio-educational model are not necessarily related directly to the L2/FL classroom. As a result, there were calls in the 1990s and early 2000s for L2/FL motivation research that puts greater emphasis on L2/FL motivation variables that are more relevant to the L2/FL classroom (Dörnyei, 1991; Gardner, 2001). There were also calls for further research focusing on motivational variables that are relevant to the L2/FL classroom continues with a specific focus on the students' language learning process and the notion of engagement (Dörnyei, 2019; Henry & Thorsen, in press; Mercer & Dörnyei, in press). To address these calls, the effect of teaching pedagogies on the students' attitudes, motivation and orientation and how this influences their ability to envision a future self-identity in various classroom settings is examined in the two studies presented in this thesis.

1.2 Research Aims and Questions

The task of motivating students in the L2/FL classroom can be complex and encompass a variety of psycho-sociological and linguistic elements (Dörnyei, 2010; Dörnyei & Otto, 1998). In this thesis, two studies hereafter referred to as Study 1 and Study 2 are reported in a comparative analysis format between the classes within each study as well as between the two studies with research aims that are primarily based on the pragmatic educational centered approach to L2/FL motivational research advocated by Dörnyei (1991) and Dörnyei and Csizer (1998). First, the studies aim to determine the effect

teaching pedagogies used in different classrooms have on Japanese university students' attitudes, motivation and orientation and their ability to envision a future self-identity. Second, the studies aim to determine if the teaching pedagogies' effect on the students' attitudes, motivation, orientation and the ability to visualize a future self-identity differs from the students who study English exclusively in classrooms in their home country in an English as a foreign language (EFL) learning environment and the ones who study in their home country and have the opportunity to participate in a short-term English study abroad program, in this case, the United States in an English as a second language (ESL) learning environment. This approach relates to a line of inquiry in the field of L2/FL motivation research that focuses mainly on the internalized variables of motivation.

Gardner's (2001) work on the social psychological model reflects the change in L2/FL learning motivation research that was occurring around the beginning of the 21st century. This thesis focuses on classroom variables such as integrativeness and attitudes toward the type of learning situation that affect students' motivation and is based on the classroom centered L2/FL motivation research that originated in the 1990s. This thesis also builds on research into self-concept related constructs such as self and identity and the relation to L2/FL learning motivation which was taking shape during the early 2000s. The focal point of the studies reported in this thesis is the students' attitudes, motivation and orientation toward EFL learning and ESL learning and how their attitudes, motivation and orientation are affected by the teaching pedagogies used in the classroom and to a lesser extent the environment outside the classroom. The two studies reported in this thesis will further examine the relation between the teaching pedagogies' affect on the students' attitudes, motivation and orientation in EFL and ESL classroom environments and their ability to envision a future self-identity using English as an L2. The following research questions will be addressed to achieve the research aims:

1. To what degree do the teaching pedagogies used in different classroom environments influence the attitudes, motivation and orientation of Japanese EFL students and their ability to envision a future self-identity?

2. To what degree does the overall learning experience of Japanese EFL students in different classroom environments influence their ability to envision a future self-identity?

Through this examination the thesis intends to fill a gap in the current state of knowledge related to L2/FL classroom-based research on student motivation. By focusing on the teaching pedagogies' affect on English L2 students' attitudes, motivation and orientation and the relation to their future self-identity in home (EFL) and study abroad (ESL) environments, this thesis looks to provide the L2/FL academic community with a different perspective on practical ideas on how to improve student motivation in the classroom.

1.3 Terms and Definitions

Pedagogies are generally defined as “the art, occupation or practice of teaching” (Oxford English Dictionary, 2013). More specifically, pedagogies are comprised of three main components: teaching methodology; teaching materials; and the teacher's demeanor (Dörnyei, 1991; Rodgers, 2001; Tomlinson, 2012). Teaching methodology links theory with design elements such as syllabus specifications, teacher and learner roles and types of activities then links theory and design elements to teaching and learning practice based on an observable environment (Richards & Rodgers, 1986; Rodgers, 2001). Teaching materials are anything that can be used to facilitate language learning and include but are not limited to course books, videos, graded readers, games, websites and printed materials (Tomlinson, 2012). The teacher's demeanor is defined by how the teachers conduct themselves in the classroom and the effect this has on the students, particularly in relation to motivation. The teachers play a significant role in the development of L2/FL student motivation through their personal styles of teaching which include teaching strategies, modeling task presentation, and feedback (Dörnyei, 1991). In this thesis, teaching pedagogies are defined as a combination of knowledge and skills required for effective teaching contributing to the intellectual and social development of the students that include learning activities, teaching materials, and the teachers' demeanor (Chapuis, 2003).

This thesis adopts definitions of attitude, motivation and orientation as used in Gardner's socio-educational model. Attitude is a complex construct and there have been many definitions put forth to describe its fundamental nature (Gardner, 1985). The concept of attitude has played a key role regarding social psychology theory in the twentieth century (Louw & Edwards, 1997) and in general has been defined as a feeling (positive or negative) or evaluation (good or bad) a person may have towards himself/herself, other people, objects or events (Fishbein & Ajzen, 1975). Gardner (1985, 2001) contended that L2/FL students with positive attitudes toward the TL community and culture will learn the TL more effectively than those without positive attitudes. He made a distinction between two categories of attitudes: integrativeness and attitudes toward the learning situation (Masgoret & Gardner 2003).

Integrativeness is a characteristic of L2/FL students that gives them the desire to learn the TL in order to bring them closer to the TL community. Attitudes toward the learning situation is defined as a set of beliefs belonging to students that relate to their teacher and teaching methods in the classroom which influence their language learning (Ellis, 1986). An attitude is also defined as an evaluative reaction to variables such as textbooks, teaching methodologies, the teachers' attitudes and general classroom environment (Gardner, 1985, 2001). L2/FL students who possess the characteristic of integrativeness are said to have an integrative orientation (goal) toward learning the TL, favorable attitudes toward the TL community, and a general openness toward learning (Masgoret, Bernhaus, & Gardner, 2001). In this thesis, both categories of attitudes identified by Gardner are considered.

Orientation is a term that has often been used interchangeably with motivation in L2/FL motivation theory because the definitions of both constructs are similar in nature. Orientation and motivation have a close correlation, but they are not exactly the same. L2/FL students may have a specific goal in mind (orientation) when studying the TL but not necessarily be motivated to achieve that goal. Motivation possesses the power to attain the goal represented by orientation (Gardner, 1985, 2001). Orientation is the reason and motive the student might have to learn the TL and is comprised of two categories: integrative and instrumental (Gardner, 1985). Integrative orientation is

characterized by the desire of the students to speak the TL for the purposes of interacting with members of the TL community or eventually integrating into the TL community. Instrumental orientation is characterized by more practical reasons for learning the TL such as entrance to university, travel and career purposes but not necessarily for the purposes of integration (Falk, 1978; Gardner & Lambert, 1972; Hudson, 2000).

Motivation is an abstract concept that is complex, eclectic and difficult to define but is the driving force behind orientation in L2/FL acquisition (Crookes & Schmidt, 1989; Dörnyei, 1998, 2001; Gardner, 1985). Motivation in L2/FL learning has been described as, "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out." (Dörnyei & Otto, 1998, p. 65). The working definition for motivation in this thesis closely reflects Gardner's (1985) more simplified definition, "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10).

Self and identity are relatively new concepts in the field of motivation in L2/FL learning and are derived from the field of educational psychology. Self has a wide range of theoretical conceptualisations within the field of L2/FL learning and consists of several self-related terms that tend to overlap: self-efficacy; self-esteem; self-concept; and identity (Mercer, 2011; Mercer & Williams, 2014). In this thesis, the definition of self is based on a future self-guide that motivates action to learn an FL in the present and is broken down into two components; ideal-self and ought-to-self that represent possible future selves. The ideal-self represents characteristics one would like to possess as they acquire the TL and the ought-to-self represents characteristics one believes they ought to possess to acquire the TL based on duty, obligations or responsibilities to others (Dörnyei, 2009). This thesis defines identity as the way in which a person comprehends his or her relationship to the world, how this relationship is created amongst space and time and how the person sees possibilities for the future (Norton, 2013). Identity is closely related to self as it pertains to L2/FL learning motivation, self is primarily an

internal concept shaped by the students' view of themselves as a TL speaker in the future and identity is shaped by the students' perception of their role in or their relationship to society as a TL speaker.

The concepts of identity and self are slightly different but share one important characteristic that is a focal point in this thesis; the imagined future possibilities for the use of the TL among the students. Imagined future possibilities for the use of the TL may create or enhance the students' motivation to study the TL in the present and plays a key role in their self-concept and its relation to motivation. Imagined TL communities in FL learning are one way for the students to imagine a future self-concept consisting of possible selves and identity. The idea of imagined TL communities was first conceived to explain how people might feel a sense of common identity with others who they do not know or will more than likely never meet (Anderson, 1991). With respect to FL learning the concept of imagined TL communities explains how language learners connect with groups outside of their immediate social networks (Murray, 2011). In this thesis, imagined TL communities are defined as groups of people or locations from the TL community who are not readily accessible to FL learners but may be connected through the power of imagination (Kanno & Norton, 2003; Norton, 2013).

Imagined future possibilities for the use of the TL is a significant variable in both studies presented in this thesis as it plays an important part in the two motivational theories that make up the theoretical framework: the L2 motivational self-system (Dörnyei, 2009) and intercultural competence (Yashima, 2013). The L2 motivational self-system is based on self-guides that allow the students to imagine themselves as TL speakers and consists of three constructs: ideal-self, ought-to self and learning experience. Intercultural competence is the motivation of students to learn and use the TL based on their desire to communicate with dissimilar others to experience varied perspectives for the purpose of creating new ones. Both motivational theories will be discussed in more detail in Section 2.7 of Chapter 2.

1.4 Structure of Thesis

Chapter 1 provides a general outline of the content of this thesis and includes a background of L2/FL motivation research, research aims, questions and definitions of terms. Chapter 2 first outlines two early L2/FL learning motivational theories: the integrative orientation theory (Gardner & Lambert, 1959, 1972; Gardner 2001); and the self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2002) and briefly discusses why neither of them is used as the theoretical framework. It then reviews key literature that relates to areas examined in this thesis: more recent SLA, L2 and FL learning theory; teaching pedagogies' influence on affective variables; self-concept identity and orientation in an EFL context; the use of imagined TL communities in the classroom; and intercultural competence. It finishes with an outline of the theoretical framework that is comprised of two L2/FL learning motivational theories: the L2 motivational self-system (Dörnyei, 2005, 2009) and intercultural competence (Yashima, 2013). Chapter 3 discusses the method of data collection, types of instruments used for data collection and the data analysis procedure. Chapter 4 presents the results of the studies with data collected from questionnaires, classroom observation and semi-structured interviews for both Study 1 and Study 2. Chapter 5 discusses the results of the studies in relation to the research questions and the literature review. Finally, Chapter 6 summarizes the findings of the two studies reported in this thesis, provides an overall conclusion and addresses implications and limitations. It also briefly outlines the researcher's prospects for future research in the field of motivation and self-identity in the EFL classroom.

Chapter 2

Literature Review

2.1 Overview

This chapter begins with a review of two early L2/FL learning motivation theories that have often been utilized by researchers in the past: the integrative orientation theory (Gardner & Lambert, 1959); and the self-determination theory (Deci & Ryan, 1985). Second, a review of more recent second language acquisition (SLA) and L2/FL learning theories and their relation to the students' attitudes, motivation and orientation is presented. Third, previous studies relating to teaching pedagogies and their influence on affective variables such as the students' attitudes and motivation in the L2/FL classroom are reviewed. This is followed by a review of literature associated with the relatively recent field of self-concept and self-identity in an EFL context, the use of imagined TL communities in the FL classroom, intercultural competence and the influence these variables have on the students' orientation for L2/FL learning. The chapter finishes with a discussion of the theoretical framework followed by a short summary of the chapter.

2.2 Early L2/FL Learning Motivation Theories

Gardner and Lambert's (1959) integrative orientation theory arose from the social environment they experienced in Canada that includes both Anglophone and Francophone communities. The Anglophone and Francophone dichotomy that exists in Canadian society caused Gardner and Lambert (1972) to speculate that second languages might act as intermediaries between different ethno-linguistic communities. The intermediary role of second languages between different language communities could provide motivation for the members of one language community to learn the language of the other community and be the main reason for enhancing or hindering intercultural communication. Integrative motivation became one of the main points of Gardner's (1985, 2001) theory of L2 acquisition and is a complicated construct comprised of three main components: integrativeness; attitudes toward the learning environment; and motivation (see Figure 2.1). Motivation is seen as the driving force behind motivated behaviour that includes effort, desires and effects (Gardner, 2001). Gardner's (1985, 2001) theory of integrative motivation has been used as a theoretical

framework for L2 motivation research for the last several decades. However, some elements of the integrative motivation theory have been brought into question.

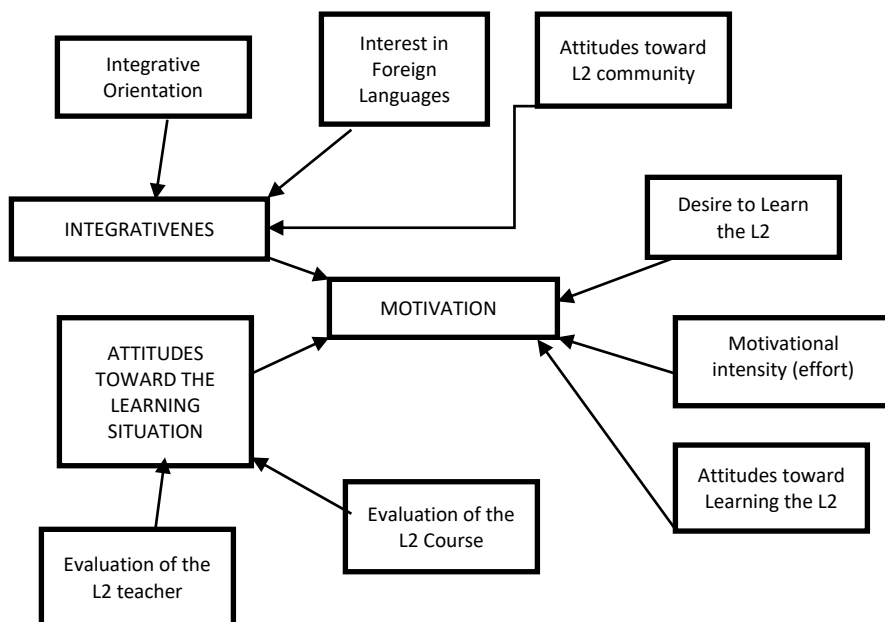


Figure 2.1. Gardner’s conceptualization of the integrative motive (Dörnyei, 2005).

Dörnyei (1994, 2005) argues that Gardner’s (1985, 2001) theory can be confusing when defining terminology such as integrative which appears three times in the model as integrative orientation, integrativeness and integrative motive/motivation. In addition, the construct of integrative motivation itself contains a subcomponent called motivation. Consequently, it is not clear what Gardner means by motivation, “L2 motivation in general? Integrative Motivation? Or the specific ‘motivation’ subcomponent of the integrative motive? (Dörnyei, 2005, p. 69). Gardner’s (1985, 2001) theory has received praise but the interpretation of it has differed from the actual theory. L2/FL scholars have been inclined to focus on just two of the major motivational factors: integrative motivation; and instrumental orientation. It is important to note that integrative motivation is defined in Gardner’s (1985, 2001) theory but instrumental orientation/motivation only appears in his motivation test battery and lacks a theoretical explanation.

Gardner (2000, 2001) acknowledged the possibility of other sources of motivation not specifically related to integrative motivation and states that the motivation sub

component within the integrative motive can be combined with instrumentality to form the construct of instrumental motivation. This combination accounts for the concept of certain learning goals made up of either integrative or instrumental orientation being the driving force in motivation. Gardner's (2000, 2001) explanation for the instrumental motive in his theory does not extend to the third major component of the integrative motive, attitudes toward the learning situation. It is not clear whether L2/FL students' attitudes toward the learning situation corresponds to the instrumental motive if the main learning goal is instrumental (Dörnyei, 2005). Dörnyei (2005) suggests Gardner's integrative motive lacked theory development in the past despite the major changes occurring in L2/FL motivational research during the 1980's when it began to merge with psychological elements. Gardner's (1985) integrative motive theory was not marginalized during the 1990's when the conceptual gap between the L2 field, the FL field and educational psychology began to grow. Gardner's (1985) integrative motive theory eventually became a base for further L2/FL learning motivation models such as the self-determination theory (SDT) which is based in social psychological theory.

In the late 20th century and early 21st century SDT, originally developed by Deci and Ryan (1985), has been in the forefront of approaches to motivation psychology (Dörnyei, 2005). Components of the SDT were applied to the field of L2 learning in the 1990's and 2000's most notably in the work of Kim Noels, Luc Pelletier, and Robert Vallerand. Examining the relation between classroom practices and self-determination, Noels (2001b) concluded that motivation for L2 students lies upon a continuum from self-determination to non-self-determination and includes three key components: intrinsic orientation; extrinsic orientation; and amotivation (see Figure 2.2). Intrinsic orientation stems from the satisfaction and enjoyment of the learning activity which is internally driven and related to the learner's self-identity as well as their sense of well-being (Zareian & Jodaei, 2015). Intrinsically motivated L2 learners participate in learning activities mainly for the enjoyment of the task itself and the feeling of competence acquired from completing the task (Ehrman, Leaver, & Oxford, 2003).

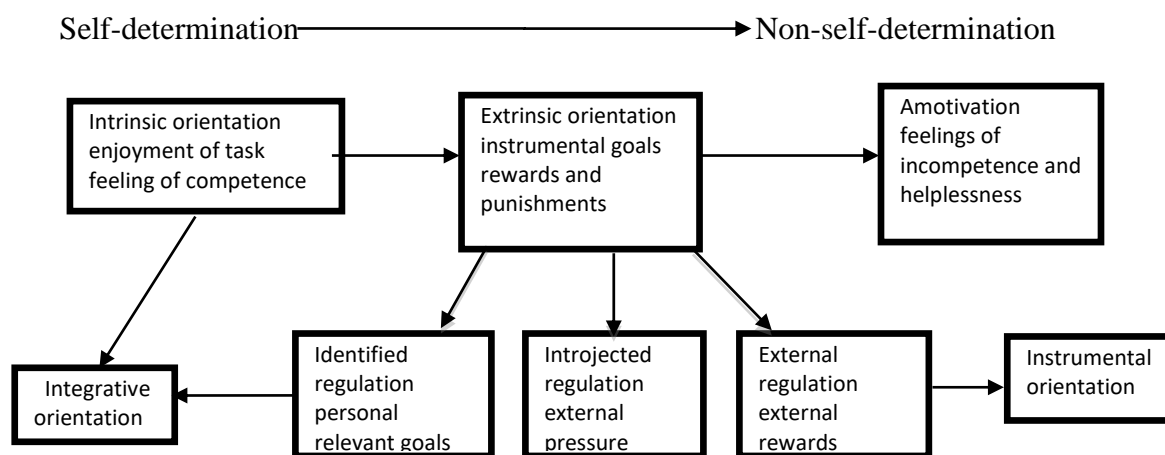


Figure 2.2. The self-determination theory of L2 Learners (Noels, 2001b).

Extrinsic orientation originates from actions taken for the purpose of instrumental goals such as rewards or punishments and unlike intrinsic motivation it is represented on a continuum of three main categories: external regulation; introjected regulation; and identified regulation (Noels, 2001b). External regulation is task motivation dependent on an external award (e.g., good grades in an academic setting). Introjected regulation is based the external pressure of others on the L2 learner. Identified regulation is characterized by the performance of an activity for the achievement of personally relevant valued goals and is based internally. Amotivation within the SDT has no relation to either intrinsic or extrinsic motivation and is characterized by the L2 learner's feelings of incompetence and helplessness when engaged in any type of L2 learning activity.

Noels (2001b) sought to establish a relation between the intrinsic/extrinsic components of motivation psychology and orientations established in L2 research and then assess how the L2 student's level of self-determination is affected by classroom practices. On the first point she found a link between Gardner's (1985, 2001) integrative orientation and self-determined types of motivation such as identified regulation and intrinsic orientation (Dörnyei, 2005; Noels, 2013). Noels (2013) concluded that Gardner's (1985, 2001) idea of instrumental orientation corresponds with external regulation, the less self-determined type of motivation. It is noted by Noels, Pelletier, Clement and Vallerand (2000) that instrumental and external regulation scales correspond to L2 learning variables that

precede them. These variables include perceived autonomy and competence, along with consequence variables like the intent to continue language study and anxiety (Dörnyei, 2005).

Motivation variables in the classroom such as the teachers and their methodologies have varying degrees of influence on the level of self-determination of L2 students (Noels, 2001b). When the teachers were controlling and providing limited or no instructive feedback the L2 students are less intrinsically motivated. When the L2 students perceive support for learner autonomy and informative feedback from their teachers, it tends to heighten their state of intrinsic motivation. Moreover, Noels (2001b) found that the teachers' communicative or instructional style did not affect levels of self-determination among the L2 students who study for purely extrinsic or instrumental reasons. Dörnyei (2005) concurs with Noels (2001b) and suggests that the L2 students who study because they have to are less influenced by variables in the classroom such as the teacher's demeanor and their methodologies than those who study because they want to. However, certain aspects of Noel's (2001b) interpretation of the SDT as a theoretical framework for L2 students' motivation in a classroom environment have been scrutinized in other studies (e.g., Pae, 2008; Vandergrift, 2005).

When researching the relation between motivation and proficiency in listening comprehension in adolescent French L2 students Vandergrift (2005) argues that there is no defined pattern that reflects a continuum of increasing self-determination. His quantitative study of adolescent French L2 students (n=57) from multicultural backgrounds at two junior high schools in Canada found some support for the use of the SDT framework as a method of measuring students' motivation and the relation the self-awareness of the L2 student's thinking process, autonomy and self-regulation. However, there was little evidence in Vandergrift's (2005) study to support the theory of autonomy preceding motivation as contended by Noels, Pelletier, Clement and Vallerand (2000). Participants in Vandergrift's (2005) study were exposed to a teacher-centered learning environment as opposed to a student centered one which counters the contention that intrinsic motivation stems only from student-centered environments. Vandergrift (2005)

contends that intrinsic motivation can thrive in different learning environments and be attributed to a variety of learning variables.

A quantitative study conducted by Pae (2008) on Korean EFL students (n=315) supports Vandergrift's (2005) contention by suggesting that intrinsic orientation can be present in settings where there is minimal or no contact with the TL community. Pae's (2008) study tested five types of orientation in a Korean EFL context: integrative; instrumental; introjected; identified; and intrinsic. Intrinsic led to increased motivational intensity, desire and more positive attitudes among the students toward EFL learning. Pae (2008) attributes increased motivational intensity to three factors: sampling fluctuation; a change in the focus of English language teaching in Korea from the grammar translation method to more communicative forms; and age levels. Increased motivational intensity in an EFL classroom environment seems to contrast traditional notions of intrinsic orientation within the SDT where intrinsic orientation is more likely to occur in an ESL classroom environment in which students have more opportunities to interact with the TL community.

Both the integrative orientation theory (Gardner, 1985, 2001) and the SDT (Noels, 2001b) address the relationship of internal constructs such as attitudes, effort, interest, goals, enjoyment, orientation and motivation with external variables such as teaching pedagogies and class environment. However, it is the contention of this thesis that the integrative orientation theory and the SDT do not adequately address L2/FL students' self and identity. Therefore, the concepts of self and identity and their relation to L2/FL students' motivation in the classroom is the primary focus of the studies presented in this thesis. For the purposes of the studies presented in this thesis SLA and L2/FL learning theories that focus on the concepts of self and identity have more relevance to the line of inquiry.

2.3 SLA and L2/FL Learning Theory

L2/FL motivational theories derived from early SLA and L2/FL learning research (e.g., Gardner, 1960; Gardner & Lambert, 1972; Lambert, 1955, 1956a, 1956b, 1956c) are primarily based on psychological variables such as attitudes, orientation, perceptions of

learning environments and reasons for learning. These variables are also prevalent in more recent SLA and L2/FL learning theories. Attitudes are a major motivational variable in modern L2/FL learning which corresponds to earlier findings in studies on L2/FL motivation conducted by Gardner and Lambert (1959, 1972). Three broad categories of educational factors are significant in influencing the students' attitudes toward L2/FL learning: teacher related; school related; and national or state curriculum policy related (Bartram, 2010).

Teachers are a significant factor in the formation of the students' attitudes toward L2/FL learning and play a key role in the motivational process (Chambers, 1994). Di Pietro (1994) suggests that school related influences such as teaching pedagogies play a minor part in influencing the students' attitudes toward L2/FL learning. Any attempt by the teachers to improve pedagogical strategies may not be enough to override negative attitudes the students may have toward them. Other studies (e.g., Clark & Trafford, 1995; Dörnyei, 1998; Nikolov, 1998) contest Di Pietro's (1994) contention and suggest that teaching pedagogies are important in influencing the students' attitudes in the classroom. Decisions made by the teacher regarding pedagogies or instructional context in the classroom such as nature of tasks, performance evaluation, the use of rewards and student autonomy affect or influence the L2/FL students' attitudes in the classroom.

Teaching pedagogies can play an important role in influencing the students' motivation and attitudes in the classroom in either positive or negative ways. In most cases teaching pedagogies that produce positive attitudes among the students is the goal of the teacher. Therefore, it is important to note that the positive influence of the teaching pedagogies could be undermined if they are not perceived by the students as being useful or contributing to their L2/FL learning goals (Bartram, 2010). This notion is directly related to the concept of language utility.

Language utility or the usefulness of the language plays an important role in shaping the students' attitudes toward L2/FL learning. The students' negative attitudes toward the teaching pedagogies are offset by strong beliefs about the usefulness of them (Bartram, 2010). The use of a wider range of teaching pedagogies is a way to minimize the students'

negative attitudes towards them but the teacher's ability to interact, inspire and motivate the students has a more significant influence on their attitudes (Clark & Tafford, 1995). Several studies (e.g., Fisher, 2001; Kent, 1996; McPake et al, 1999; Milton & Meara, 1998; Watts, 2003) contend the curriculum may have a stronger educational influence on the students' attitudes than the teacher. Other studies (e.g., Barton, 1997; Bartram, 2006; Chambers, 1998; Court, 2001; Dörnyei, 2001; Harmer, 2007; Kissau & Turnbull, 2008; Oskamp & Shultz, 2005; Phillips & Filmer-Sankey, 1993; Taylor, 2000; Walqui, 2000; Young, 1994) suggest social factors such as parents, social circles (e.g., friends, peers) and a wider cultural context in which the students exist are more significant influences than the classroom environment on the students' attitudes toward learning. These studies further suggest that through sociocultural contexts the students assess the value of L2/FL learning and develop their attitudes toward it.

Curriculum and sociocultural contexts have influence over the students' attitudes and motivation toward L2/FL learning at the macro-level (Bartram, 2010). However, it is the contention of this thesis that the micro-level influence of classroom variables such as the teaching pedagogies and the teachers has a more immediate affect and can work in conjunction with macro-level influences on the students' attitudes and motivation toward learning. The students' attitudes toward the TL community, in the case of the two studies presented in this thesis the English-speaking community, is an additional variable when combined with other classroom variables which significantly impacts the students' attitudes and motivation toward learning the TL. Whether the classroom is in the students' home country in the case of EFL learning or the TL community in the case of ESL learning affects the degree to which the students acculturate with the TL group. Classroom location is also significant in determining if the students acquire the TL and ultimately becomes an important factor in the development of the students' future self-identity as a TL speaker, in other words acculturation.

Acculturation is the social and psychological integration the L2/FL learner has with the TL group. The degree the learner acculturates is based on the social or psychological distance or proximity the learner has with the TL community (Schumann, 1986). In Schumann's SLA model acculturation is a major causal variable and is divided into two

types: language learners who are socially integrated with the TL group which allows them to acquire the TL, as found in an ESL learning context; and language learners who regard the TL community as a reference group whose lifestyle and values they want to adopt, as found in an EFL learning context. Both types affect the degree of acculturation and in turn the rate of TL acquisition. The distinction is made to emphasise Schumann's (1986) contention that social and psychological contact with the TL group is the central component (p. 382).

Schumann (1986) identifies social factors and affective factors which combine to form acculturation. Social factors concern the relationship between two social groups in SLA and are identified as the second language learning group and the target language group (Schumann, 1986). The two groups are characterized by social factors that promote or inhibit contact between them. Social factors include: dominance; non-dominance; subordination; assimilation; acculturation; preservation; enclosure; cohesiveness; size; congruence; attitude; and intended length of stay in the TL area. Affective factors relate primarily to the individuals in SLA and include: language shock; culture shock; ego permeability; and motivation. Schumann (1986) suggests motivation relates to SLA by representing the second language learning group's reasons for acquiring the TL through integrative and instrumental motives. Acculturation is supported by a consistency between the students' motives, both intrinsic and extrinsic, and their goals (Rubinfeld, Sinclair, & Clement, 2007).

Several studies (e.g., Barton, 1997; Dörnyei, 2001; Gardner & Lambert, 1972; Gardner, 1975, 1985; Salters, 1991) argue that the L2/FL students' attitudes toward TL speakers and TL communities are related more to sociocultural factors outside the classroom than with what transpires inside the classroom. These studies contend that the students' preconceived positive or negative attitudes toward TL speakers and TL communities develop through sociocultural experiences and determine their success in SLA. They also suggest that the teachers can do little to change the preconceived negative attitudes of their students toward TL speakers and TL communities through their teaching pedagogies. If this is the case, then it may be difficult for the teachers to motivate their students in the classroom by helping them envision a future self identity exclusively

using teaching pedagogies. Some studies (e.g., De Pietro, 1994; Loschmann, 1998) contend that through teaching pedagogies L2 and FL teachers have the ability to influence their students' attitudes toward TL speakers and TL communities by re-enforcing preconceived stereotypes that the students bring with them to the classroom.

Loschmann (1998) contends "the choice of themes dealt with, the ways in which the people are represented in pictures and texts, the nature of the exercises and even teaching strategies might sustain or create positive/negative stereotypes and attitudes" (p. 73). Loschmann's (1998) contention has relevance to the line of inquiry in the studies reported in this thesis. How the teachers presented the TL through their teaching pedagogies and the general class environment shaped the way the students perceived learning through their attitudes, motivation and orientation which in turn affected their ability to envision a future self-identity.

2.4 Teaching Pedagogies' Influence on Affective Variables

Various teaching pedagogies and strategies used in L2/FL classrooms combined with the demeanour of the teacher can have a direct effect on affective variables such as the students' attitudes and motivation. In an EFL context it was found that most Japanese university students demonstrate a lack of developed English communication skills due to a limited exposure to task-based learning activities which develop oral communication and higher order cognitive skills such as critical thinking (Demmacco, 2009). A study conducted by Demmacco (2009) on Japanese university EFL students found that due to limited exposure to task-based learning activities in high school students often demonstrated negative attitudes, low motivation and high levels of anxiety toward them in university classes. Balancing teaching strategies toward the students who might have both intrinsic and extrinsic motivation for FL learning provides the motivation they need to continue with learning. It is important for the teachers to provide a classroom environment that continuously maintains the students' motives by utilizing factors that influence them during the motivation process. If the teachers make the students aware of the potential of various learning strategies while the students slowly acquire them, it enhances student motivation (Hiromori, 2013).

Overall, categorical, and individual self-motivational strategy use and learner autonomy has no direct correlation, but most autonomous students engage in a wider number of self-motivational strategies (Lyddon, 2012). The teachers who promote greater learner autonomy in their classrooms may have students who engage in a greater number of self-motivation strategies and not rely entirely on the teacher for motivational support (Lyddon 2012). To motivate the students during learning activities the teachers should be aware of motives for FL learning, realize that there may be multiple motives and incorporate this knowledge into their language instruction (Lyddon, 2012). In addition to learning and teaching strategies, internal dependent variables such as self-efficacy beliefs and language anxiety have a direct impact on learner motivation (Hiromori, 2013). Perceived self-efficacy among the students toward learning activities can decrease demotivation (Bandura, 1997; Yamamori, 2004). The removal of excessive language anxiety creates a classroom environment which puts the students at ease and has the same result (Gardner et al., 1992; Horwitz, 2001). Although controlling these variables can lead to higher levels of motivation it is difficult to create a learning environment where these factors can continue to be assured by others (Hiromori, 2013). A learning environment that offers support to the students and allows them to increase autonomous motivation through effective self-regulation during in-class learning activities is the most effective (Hiromori, 2013).

Successful learning in the classroom is based on interpersonal communication (Van Lier, 2013) and the teacher-student relationship plays a significant role in language learning (Henry & Thorsen, 2018). The interaction between the teachers and the students in an L2/FL classroom combined with the teachers' motivational strategies can affect student engagement in the area of autonomy, competence and relatedness (Noels, 2013). The communication style of L2/FL teachers' influences the students' motivation by affecting their perception of the teacher as either being controlling or providing informative feedback (Noels et al., 1999; Noels, 2001a). In L2/FL learning a strong reciprocal engagement between students and teachers is seen as a strong motivator (Lamb, 2017). The teachers' possible or desired future selves has also been shown to influence the way a teacher utilizes teacher-led discourse in the classroom which can have a positive or

negative influence on the students' motivation (Kubanyiova, 2015). One aspect of the teacher-student relationship that is particularly significant is the promotion of learner autonomy using teaching pedagogies that focus on specific learning points to improve the students' motivation and attitudes in the classroom.

There are several areas of L2/FL learning that teachers can focus on to support learner autonomy and better meet the students' needs. These areas include: the students' interest; enjoyment; sense of challenge; opportunities for the students to act on their own; language that shows the potential utility of a language activity; and the acceptance of the students' negative feedback or criticisms to affectively change the learning activity. Fostering competence involves creating structure for the students throughout the duration of an activity by providing well-organized expectations and directions for the students to follow and then allow for feedback and assessment for the students at the end of the activity (Jang et al., 2010). This theory is supported in research conducted in a Saudi EFL context by Alrabai (2016) but with slightly different variables. His research showed that the most important motivational strategies in this context were developing a positive relationship with the students, helping them cope with language anxiety, building the students' self-confidence, stimulating their curiosity to learn English, enhancing the students' autonomy and enhancing their control over learning. These strategies establish relevance between language learning in class and the outside environment (Alrabai, 2016).

The students need to relate learning activities to their own personal goals as part of the internalization process (Ryan & Deci, 2002). Relatedness can be promoted by the teachers in the classroom through immediacy, a communication technique used to express: warmth; engagement; and interpersonal closeness to show their involvement in the students' learning efforts which include achievements as well as disappointments (Allen et al., 2006; Mehrabian, 1971). However, relatedness strategies work differently in various cultural settings and L2/FL contexts due to variations in the role of the teacher, social positioning, power relations and the appropriateness of communication strategies. The students' input on speaking assessment, feedback and grade assignment is one example of a relatedness strategy that can affect the students' motivation. Making

classroom assessment relevant to the students' needs through learner autonomy and teacher centred instruction can have a positive impact on the students' motivation levels (Miles, 2012). Teaching materials that are utilized for specific learning activities can also affect learner motivation in the classroom as illustrated several studies conducted in a Japanese EFL context (e.g., Cheetham, Elliot, Harper, & Ito, 2016; Johnson, 2012; Mori, 2004; Yamauchi, 2009).

A study conducted by Johnson (2012) on Japanese EFL students majoring in engineering and taking a mandatory EFL reading class showed the students' preference for English mathematics materials was attributed to their self-efficacy. In other words, the students perceived that they could achieve the task in English more efficiently with English mathematics materials. Results further indicated that the novelty factor associated with those materials affected the students' preference. Johnson's (2012) findings lend support to Bandura's (1997) and Yamamori's (2004) studies that suggested teaching materials that promote self-efficacy can sustain the students' motivation. English mathematics materials based on games and logic were the most favoured by the students in Johnson's (2012) study because they provided: increased cognitive appeal; visual appeal; post task satisfaction; greater confidence; and were more engaging and satisfying. The students also favoured these instructional materials because they confirmed their comprehension of English in addition to their ability to solve math problems. Johnson's (2012) findings also support Bartram's (2010) claim of the positive influence of language utility on FL learner motivation. Bartram's (2010) suggests that certain types of teaching materials can motivate FL learners if students perceive them as useful for achieving future learning goals or contributing to their perception of a future self-identity.

Mori (2004) and Cheetham, Elliot, Harper, and Ito (2016) investigated the positive influence of language utility on Japanese EFL student motivation with teaching materials that focused on reading. Mori (2004) looked at motivational sub-constructs that can predict certain learning behaviour among university EFL students in Japan which included: the components of English learning motivation; English reading motivation; task-specific motivation; relationships between the identified components of motivation; and the amount of extensive reading the students do outside of class. She based her study

on the value component of the expectancy-value theory (Eccles, 1983; Eccles & Wigfield, 1995; Meece, Wigfield & Eccles, 1990; Wigfield, 1994; Wigfield & Eccles, 1992). The value component in Mori's (2004) study was further divided into four sub components: intrinsic value (enjoyment of task); attainment value (perception of importance of task); extrinsic utility value (usefulness of task for future goals); and cost (negative consequences of task). Mori (2004) found: intrinsic value was the dominant independent factor of all motivational variables; attainment was the dominant independent factor for reading and general motivation; extrinsic utility value was the dominant independent factor for general motivation; and cost did not factor. Mori's (2004) study revealed that if the teacher can modify the task according to the needs and values of the students' the interest and enjoyment involved with the task will have a positive impact on how much the students work on the task.

Cheetham, Elliot, Harper and Ito (2016) reported on an extensive reading program at a large private university in Japan designed to improve the English reading skills of Japanese EFL students. The extensive reading program also strived to provide as much positive influence as possible on the students' motivation to continue reading English in the future. Teachers who participated in the extensive reading program utilized both graded readers, simplified texts with a high frequency headword count, and MReader (<https://mreader.org/mreaderadmin/s/>) an online management system that enables both the teachers and the students to track reading progress in their classes. Cheetham, Elliot, Harper and Ito's (2016) preliminary study focused specifically on the attitudes of the Japanese students (n=36) who successfully completed the MReader Challenge using graded readers and MReader. Their findings supported Mori's (2004) contention that certain reading materials and associated activities can produce an intrinsic motivational orientation and extrinsic utility value and at the same time promote motivation through self-efficacy, a contention that is supported by both Hiromori (2013) and Johnson (2012).

Learning activities based on computer technology in the classroom is another pedagogy that can be used by the teachers to accommodate various students' needs and keep them motivated. Yamauchi (2009) used web-based tools in a computer communication course at a small Japanese women's university that was comprised of Japanese EFL students

(n=19) with a wide variety of English language abilities and limited web-based experience. The novelty of the web-based tools was expected to increase intrinsic motivation and provide a sense of competence and achievement among the students. The intended course objective was not the achievement of a desired level of English fluency but rather the promotion of self-efficacy through; “English in technology-enhanced activities” (Yamauchi, 2009 p. 18). Yamauchi (2009) contends that online teaching materials produced favourable results regarding the students’ motivation. She found that the online teaching materials she used in the classroom created a comfortable learning environment for the students that reduced their negative feelings toward learning English. Reduced negative feelings among the students lead to higher motivation levels especially among lower proficiency students. However, when considering teaching pedagogies’ positive influence on L2/FL students’ motivation and attitudes it is also important to identify ones that might de-motivate students and create language anxiety.

To measure motivation, it is important to determine how much de-motives subtract from positive variables (Dörnyei, 2001). Identifying de-motives in the teaching pedagogies allow the teachers to either avoid them or modify them through adjustments to better suit the students’ motivation and attitude. Several studies (e.g., Carpenter, Falout, Fukuda, Trovela, & Murphey, 2009; Falout & Maruyama, 2004; Falout, Elwood & Hood, 2009; Sakai & Kikuchi, 2009) discuss de-motivation in a Japanese EFL context. Falout and Maruyama (2004) examine what contributes to the demotivation of Japanese students prior to entering college. The students in their study were divided into lower proficient and higher proficient groups based on proficiency tests and TOEIC scores. The lower proficient students reported demotivation in six areas in descending order: self-confidence; attitude toward the FL itself; courses; teachers; and attitude of group members. The higher proficient students reported demotivation most significantly in self-confidence. The teachers were identified as the most interrelated with and influential on the students’ motivation because they had the ability to: control the content and pace of the course; shape the students’ perceptions of the course; sway the attitude of students; and modify the students’ own self-confidence (Falout & Maruyama, 2004).

Falout, Elwood and Hood's (2009) study conducted with Japanese university EFL students (n=900) support the contention of Falout and Maruyama (2004). They found that the teachers had significant influence on the motivation or de-motivation of their students. Most of the students in the study reported positive perceptions of their past teachers suggesting that poor teacher behaviours were not major de-motivating factors for these students. However, the students in this study did indicate boring teaching methods such as the grammar translation method triggered de-motivation. One method to address de-motivation is for the teachers to promote positive motivation through a variety of tasks. These tasks include: verbal and non-verbal behaviours that spark interest in the students; focusing on those interests; and providing rich social interaction. In addition to boring teaching methods, tests and their results were also found to be the source of de-motivation among the students (Falout, Elwood & Hood, 2009).

Sakai and Kikuchi (2009) examined de-motivating variables for Japanese EFL high school students and suggested that learning materials and test scores were the most significant de-motivating factors for most of these students, particularly less motivated ones. Lessons focusing on grammar, textbooks with long difficult passages and receiving low-test scores on tests based on these materials were identified as strong de-motivating factors. Sakai and Kikuchi (2009) found the teachers' competence and teaching styles did not have a major influence on the students' de-motivation, supporting the contention of Falout, Elwood and Hood's (2009) study. Sakai and Kikuchi (2009) found that careful implementation of focus on form learning activities (grammar translation), emphasis on goals in learning in general and setting goals for test taking to counter poor test results alleviated de-motivation among the students. The students themselves can also alleviate de-motivation by engaging in self-motivation or re-motivation strategies.

Negative influence on the students' learning motivation can be attributed in part to antecedent conditions that the students bring with them to the classroom. Antecedent conditions include various psychological variables such as: orientation; expectations of success; attitude; value toward the subject; and self-concept (Gorham & Millete, 1997). Carpenter, Falout, Fukuda, Trovela, and Murphey (2009) attempt to move beyond previous research (e.g., Falout, Elwood & Hood, 2009; Falout & Maruyama, 2004; Sakai

& Kikuchi, 2009) that focused on the reasons for students' failure and de-motivation in a Japanese EFL context. They examined what the students themselves reported about ways to cope with de-motivation to be successful in their language learning. Their questionnaire allowed the students to become more aware of the causes of their past de-motivation and strategies which may help them re-motivate in the present and the future. Their questionnaire also: encouraged the act of self-reflection among the students; assisted them in discovering the source of past demotivation; allowed them to cope with de-motivation that stimulated ideas for re-motivation; allowed them to share information with their peers; and guide each other to useful pathways of learning. In their study Carpenter, Falout, Fukada, Trovela and Murphey (2009) found that the teachers had the capacity to help students develop positive attitudes toward learning by being sensitive to the learning experiences of their students that allowed them to critically reflect on past learning experiences. Through re-motivation strategies the students may realize their self-identities as TL speakers, their self-concept, and how the TL might fit into their future plans. However, the constructs of self-concept, identity and the relation to the students' attitudes, motivation and orientation in the classroom is a relatively new area of research in L2/FL learning. As a result, there is a gap in literature relating specifically to the constructs of self-concept, identity and the relation to the students' attitudes, motivation and orientation in the classroom which is examined in the two studies reported in this thesis.

2.5 Self-Concept, Identity and Orientation in an EFL Context

The impact of globalization and global English on research into L2/FL language learner motivation is opening the door for empirical inquiry into identity related constructs of motivation. Early research into L2/FL student motivation particularly on integrative orientation (e.g., Gardner & Lambert, 1972) focused on how the TL community acts as a motivator for students. Ushioda (2013) argues that the concept of integrativeness becomes a less plausible explanation for ESL and EFL motivation because English is fast becoming a 'must-have' basic educational skill. There is no longer a clearly defined TL community into which learners of English are motivated to integrate. Physical

geographical boundaries separating communities of language users are dissolving in the world of cyberspace and online communication networks.

The students' attitudes toward international activities rather than specific TL communities can also affect their motivation and orientation toward learning and communicating in English. For many Japanese EFL learners English represents the outside world, a connection with foreign countries and with non-Japanese whom they can communicate with in English (Yashima, 2002). However, individual differences exist among the students in the interest level or attitudes toward what English symbolizes. The students' attitudes influence motivation that in turn influences achievement; the students' attitudes are not directed at a particular TL community but toward intercultural communication, international jobs or activities and foreign affairs that are all variables of international posture (Yashima, 2002). International posture is directly related to the willingness of the students to communicate (WTC) in the TL. The more internationally orientated the students are the more willingness they have to communicate in the TL. The students begin to develop a self-identity relating to the TL and then language learning motivation becomes associated with the constructs of self and identity or what is known as the; "internal process of identification with the self-concept" (Dörnyei & Csizer, 2002, p. 20). Several studies (e.g., Lamb, 2011; Legenhausen, 1999; Mercer, 2012; Morita, 2004; Richards, 2006; Ushioda, 2009, 2011) explore the relation between international posture, WTC and self-identity that signified a change of focus in L2/FL motivation research in the early 21st century.

Traditionally, motivation has been defined by individual difference variables that distinguish individuals regarding learning success, aptitude, personality, anxiety or cognitive style (Ushioda, 2009, 2011). When motivation research is conducted following rule-governed patterns connecting cognition, motivation and behaviour it reduces language learners to abstract bundles of variables rather than living breathing subjects (Bandura, 2001). Ushioda (2009, 2011) contends that individual difference research does not highlight unique characteristics of individuals but focuses more on shared characteristics of a group of individuals thus depersonalizing motivation research. She supports a more relational rather than a linear view of a complex system of contextual

elements and interrelations that make motivation more of an organic process that is based on an intricate series of relations. These relations are based on the promotion of autonomous learning in the language classroom including pedagogical practices that encourage the students to nurture and develop their own identities through language learning. Encouraging the students to develop their self-identity in the L2/FL classroom through teaching pedagogies that center around autonomous learning also affects the dynamics of communication in the classroom.

A study conducted by Legenhausen (1999) found that German EFL students who participated in textbook-based communicative classrooms were prone to follow standard textbook dialogues that emphasized language practice rather than expressing personal meanings or identity. Danish EFL students in the same study participated in classroom environments that promoted autonomous learning and involved activities of their own choosing that fit their needs and interests tended to express their own personal interests and identities when practicing dialogues. The autonomous learning environment allowed the Danish students to think of English as a means to develop and express their own identities. Legenhausen's (1999) study showed that the Danish students were more inclined to engage in real conversations using English rather than follow textbook-based dialogues verbatim. He contends this is directly related to the implementation of autonomous learning activities based on the choice of the students.

The possibility of 'real conversations' occurring in an institutional setting such as an FL classroom has been discussed in other studies such as Richards (2006) and Ushioda (2011). Richards (2006) adopted a model of discourse based on social identities. He distinguished between three types of social identities: situated identities which relate to the context of communication such as teacher-student interaction in a classroom; discourse identities which are related to participants' roles in discourse (e.g., initiator, listener, questioner, challenger); and transportable identities related to latent or implicit identities that can be called forth during a conversation. The latter is considered the most important in analyzing the state of the students' motivation in the classroom. According to Richards (2006), a teacher who address the students' transportable identities (e.g., basketball fan, film buff, world traveller) in a teacher-student classroom interaction

invokes more personal involvement, effort and participation from students. This contention is supported by Ushioda (2011) who stated that the more the teacher engages the students in authentic interaction in the classroom by engaging them in their transportable identities the more likely the students will be motivated to participate in the learning process by using the TL. Studies such as Richards (2006) and Ushioda (2011) illustrate the significance of self-concept and identity to motivation in an FL context but they are also significant motivational variables within SLA theory.

Self-concept and identity may be separate in terms of focus but are interrelated regarding SLA (Mercer, 2012). Identities refer to the L2/FL learners' concept of themselves as a language user or learner relative to certain linguistic communities or learning contexts. Conversely, self-concept refers to a language learner's concept of themselves in relation to competence and evaluative beliefs in a general sense and not limited to a specific setting (Mercer, 2012). Self-concept can vary across individuals, contexts and environments some aspects are stable while others change across time. The L2 motivational self-system model (Dörnyei, 2005; Ushioda, 2009) highlights the notion of the L2 self-concept by demanding SLA motivation theories incorporate L2/FL learners from around the world. The L2 motivational self-system model addresses the fact that more than ever L2/FL learners live, work and study in interconnected, multilingual and multicultural communities (Mercer, 2012).

L2/FL students' identity is constructed through active participation in classroom discussion and affects the students' participation and academic socialization (Morita, 2004). Identities are constructed within the context as well as through interaction rather than static social variables such as race, ethnicity, gender and age. In addition, identities are historically constructed and may be developed further in the classroom environment by the students engaging in or not engaging in specific learning activities (Morita, 2004). Lamb (2011) suggested that FL students' future orientated self-identity is linked to autonomous and self-regulated learning in the present, which becomes their pathway to achieve that identity. Concepts of identity, autonomy and motivation are connected through the study of possible future orientated features of the self and a possible future self-identity. The students strive to achieve their future self-identity which can help

motivate them to engage in autonomous or self-regulated FL learning in the present. Several studies in the Japanese EFL context (e.g., Apple, Falout, & Hill, 2013; Hayashi, 2013; Irie & Brewster, 2013; Munezane, 2013; Taguchi, 2013) examine the role of identity and self-concept in motivating the students using Dörnyei's (2009) L2 motivational self system.

Apple, Falout and Hill (2013) found that the concept of possible selves is more prominent than integrative vs. instrumental models of the socio-cultural view in determining motivational levels for Japanese science and engineering students studying EFL. Their study suggested that integrative orientation became incorporated to form a self-image which develops into a possible self-identity of an EFL learner and user. The science and engineering students examined in Apple, Falout and Hill's (2013) study exhibited a stronger tendency toward an ought-to-self rather than an ideal-self or probable-self regarding their goal of a future science and engineering career. The findings from their study suggested that the students' perceptions of their future self-identity whether it be ought-to-self, ideal-self or probable-self was strongly tied to orientation. In the case of these science and engineering students, orientation was based more on goals suggested by external sources rather than internal sources.

Students' orientation whether it originates internally or comes from external sources plays a central role in models of language learning that includes motivation because it provides the incentive for motivated behaviour and is a source of ongoing effort and achievement. In integrative orientation the identification with TL groups is one of the traits of successful L2/FL learning, in intrinsic orientation an interest in language learning is a desired trait and in goal orientation the interest in a learning task or mastery goal is considered optimal (Woodrow, 2005). Goal orientations for L2/FL students consist of a variety of contexts: instrumental; friendship; travel; knowledge; interest in international issues; and identification with an international community otherwise known as international posture (Clement & Kruidenier, 1983; Yashima, Zenuk-Nishide & Shimuzu, 2004). Dual goal orientations, one based on a social dimension and one a classroom dimension, can act together on the L2/FL students' ability to envision a future self-identity using the TL.

There is a broad distinction between the social dimension of L2/FL learning motivation made up of the students' intercultural predispositions and the classroom-centered motivational dimension comprised of their experiences in an academic setting (Noels, 2001a, 2001b). The two dimensions are linked and make up two core strands of L2/FL learning motivation. The social dimension pertains to the social-cultural context where integrative motivation is prominent. The classroom dimension pertains to the immediate classroom environment comprised of intrinsic and self-determined extrinsic motivation, otherwise known as fear of consequences (Hayashi, 2013). Evidence from some studies (e.g., Bonney et al, 2008; Deci & Ryan, 1985; Gardner, 1985; Ryan, 2009; Ryan & Deci, 2002) showed the two strands of L2/FL learning motivation are statistically correlated but they represent two separate sets of attitudes toward learning. There is the possibility of individual students being strongly orientated toward the social-cultural aspects of learning such as intercultural or international experiences. At the same time the students may be poorly orientated toward classroom environment aspects such as teaching materials and learning activities or vice versa (Hayashi 2013).

Hayashi (2013) stated that it is possible for the students to be dominant in either of the two motivational dimensions in a Japanese EFL context. He suggested that positive attitudes toward learning in the classroom environment is an effective source of language learning motivation especially in highly institutionalized environments like Japanese high schools. However, positive attitudes cannot persist unless the students develop a clear, pragmatic vision of using English in an international setting. Conversely, international or intercultural objectives can only be realized when they are translated into tangible immediate/specific goals. These goals are ones that students can realize in their current academic environment (Hayashi, 2013).

Hayashi (2013) supports Dörnyei's (2005, 2009) claim that a key variable of FL learning motivation is for the students to possess a clear and elaborate vision of themselves. This vision is of a proficient TL speaker in a future context referred to as the ideal-self. When a student achieves a clear vision of themselves using the TL in an international or intercultural context while achieving professional success it reflects their conceptualization of learning outside the formal classroom environment. Hayashi's (2013)

contention supports other studies (e.g., Yashima, 2009; Yashima & Nenuk-Nishide, 2008) which emphasised the importance of a clear vision of oneself participating actively in the TL community. This vision inspires L2/FL students who are otherwise engaged only with the vision of getting good grades and passing exams. A student may hold a clear vision of themselves using the TL in a real-world context but may not be sure how to translate that vision into day by day investment in the classroom. A shift between the two opposing motivational dimensions produces the optimal goal of a well-balanced and stable motivational orientation based on an image/goal dichotomy (Hayashi, 2013). Imagining a future self-identity using the TL can have a significant effect on the L2/FL student's motivation to pursue goals they have set for L2/FL study.

The motivational capacity of a perceived future self-identity among FL students has a role in guiding them to make decisions about future goals in their studies. Socio-contextual factors and experiences that add to the development of the students' images of their ideal-self and the discrepancy between the student's current self and desired future self known as 'L2 self-discrepancy' is a central component of the L2 motivational self system (Irie & Brewster, 2013). According to the L2 motivational self-system, there are certain conditions that should be met for self-images to exert their motivational capacity on L2/FL students. Images should be, "sufficiently different from the current state, elaborate and vivid, perceived as plausible but not comfortably certain, coherent with the rest of self-expectations, regularly activated, supported by effective strategies and a plan and counterbalanced by a feared possible self" (Dörnyei & Ushioda, 2011, pp. 83-84). Irie and Brewster (2013) contend that the development of the ideal-self and its' relation to FL learning is non-linear and cannot be seen as a simple cause and effect series of events and individual-difference variables. They also argue that a well-defined ideal-self is possible and can work effectively to facilitate learning when the preferred conditions are met. The power of imagination fueled by the richness of experience leads to a well-developed ideal-self and can be assisted by language educators in the classroom by offering experiences for the students to expand their imagination (Irie & Brewster, 2013). The ideal-self has a differing motivational capacity depending on the student's past and

present experiences with the TL and how the student visualizes or imagines using it in the future.

The use of visualization and imagination in classroom activities contributes to the development of the ideal-self. The more the students imagine their future ideal selves using the TL the more they are motivated to study the TL (Munezane, 2013). When virtually experiencing possible goals for future use of English in the classroom environment, Munezane (2013) found that his students expressed the desire to exert more effort in their EFL studies. Taguchi (2013) contends that past research using the L2 motivational self system has not adequately discussed how the FL learning experience affects motivation in relation to the ideal-self. He identified two types of ideal-self: the personally agreeable self; and the professionally successful self. The two types of ideal-self are determined by the effect of the students' attitudes toward the TL culture, the TL speakers and instrumental variables. The personally agreeable self relates to the students imagining themselves communicating with TL speakers, in other words general communicative ability. The professionally successful self relates to the students imagining themselves using the TL exclusively for study and/or work. The ideal-self is the main variable affecting criterion measures by the way of attitudes toward learning both indirectly and directly with an indirect path being stronger (Csizer & Dörnyei, 2005; Taguchi et al., 2009).

The Japanese EFL students in Taguchi's (2013) study tended to base their ideal-self on personally agreeable constructs and promoted an ideal-self that corresponded to academic and vocational purposes that assisted in the development of higher levels of motivation. The students also showed favourable attitudes toward communicative-based teaching pedagogies that were attributed to the effect of their personally agreeable self. However, the students perceived teaching pedagogies used in the classroom as being irrelevant to their future study or vocation and did nothing to promote positive motivation to study English. It is important for FL educators to make a connection between current classroom pedagogies and the authentic use of English to fully develop the ideal-self (Taguchi, 2013). In other words, FL teachers should make students aware of how

teaching pedagogies used in the classroom will help them invest in their future as a TL speaker interacting with the TL community.

The construct of investment explains the unequal balance of power that often exists between L2/FL students and TL speakers (Norton 2013). Investment was first introduced in Norton Pierce (1995) and is based on historically and socially constructed correlations of the students to the TL and their mixed feelings toward studying it (Norton, 2013). Investment is best explained using the construct of cultural capital, an economic term used to describe the knowledge and ways of thinking that identify classes and groups in relation to certain sets of social forms. These social forms include different types of knowledge and ways of thinking that have higher value among certain social forms than others (Bourdieu & Passeron, 1977). In terms of language learning cultural capital refers to the expectations the students have when they invest in the study of an TL. The students' expectations include an acquisition of a wider range of symbolic and material resources that will increase their cultural capital and the hope of a good return on their investment allowing them access to previously unattainable resources (Norton, 2013). The construct of investment is based on the students with complex social histories and multiple desires (Norton, 2013). When students communicate with TL speakers there is an ongoing process of organizing and reorganizing a sense of who they are and their relation to the social world. Therefore, an investment in the TL is an investment in the student's personal identity which is continuously changing over space and time (Norton, 2013).

L2/FL teachers can address the issue of identity and language learning in the classroom by developing an understanding of the students' investment in the TL. They can also address the students' changing identities but merging the students' experience with teaching pedagogies is not without problems associated with defining student identity (Norton, 2013). A bridge between formal and natural sites of L2/FL learning should be developed to define the relationship between the students and the TL speakers. If the teachers make the connection between class-based instruction and real-world TL use the students will have more inclination to speak the TL outside the classroom or; "claim the right to speak outside the classroom" (Norton, 2013, p. 171). If L2/FL teachers want to prepare the students for using the TL outside the classroom they should understand what

opportunities the students have for interacting and using the TL with members of the TL community and how these opportunities are socially structured. Consequently, the teachers need to know how their students respond and/or create opportunities to interact with members of the TL community. The teachers should understand how much the student is invested in the TL and their evolving identities (Norton, 2013).

One method used to assist the students to realize their investment in the TL and bridge the gap between formal and natural sites of learning is with imagined TL communities and intercultural communication in the classroom. Creating an imagined TL community in the classroom where the students participate using their transportable identities and their future self-identity is one way to determine the type of teaching pedagogies that potentially engage the students' future identities as TL speakers while influencing the students' motivation in their current classroom environment.

2.6 Imagined TL Communities and Intercultural Competence

L2 students studying in the TL community have more opportunities to interact with members of the TL community than FL students who study in their home country. FL students who study in their home country may have the desire to interact with TL speakers but less opportunities to do so compared to L2 students. Imagined TL communities in the classroom provides FL students studying in their home country the opportunity to interact with members of the TL community and foster intercultural competence. Imagined TL communities are a way in which the FL students can imagine their self-identity as TL speakers by connecting with native or L2 TL speakers who are not immediately tangible or accessible in the classroom (Kanno & Norton, 2003). Imagined TL communities can be created in the classroom through various teaching pedagogies and rely mostly on the students' imagination to develop their intercultural competence (Yashima, 2013). Confidence in intercultural competence is an important component in the positive development of L2/FL students' attitudes and motivation to study the TL (Yashima, 2013).

Aubrey and Nowlan (2013) examine the effect of intercultural competence on Japanese EFL students' motivation and intercultural posture in a comparative study of students at

an international university and a non-international university in Japan. Intercultural contact played a major role in affecting motivation for the Japanese students at the international university due to frequent interaction with international students which further developed their knowledge of the international community and increased their international posture. On the contrary, the Japanese students at the non-international university exhibited more negative attitudes toward the TL or international community due to their less frequent encounters with international students (Aubrey & Nowlan, 2013).

With the students at the non-international university their learning experience inside the classroom with imagined TL communities increased the positive influence of international posture in their EFL studies. It is possible for international posture to be fostered in students studying the TL in their home country by the classroom teachers through indirect means such as imagined TL communities (Aubrey & Nowlan, 2013). Both intercultural contact and international posture can affect the student's perceived self relevant to the TL or the international community which in turn affects their motivation to study and learn the TL. Dörnyei and Czizer (2005) have also indicated that intercultural/intergroup contact can fundamentally shape the FL-specific perspective of a language community. The results of Aubrey and Nowlan's (2013) study illustrated that familiarity lowers feelings of uncertainty and anxiety and increases liking, a hypothesis supported by studies conducted by Bornstein (1989) and Lee (2001). The goal of improved intercultural contact can be achieved through direct contact with TL speakers or through imagined TL communities in the classroom.

A key principle of L2/FL learning is the incorporation of motivation to communicate with different people from the TL community, experience varied views, and integrate these views to take on new ones. These variables are important steps in the development of intercultural competence (Yashima, 2013). Although face-to-face communication with TL speakers through activities such as study abroad programs is an optimal step toward intercultural competence it may be out of reach for many students.

Intercultural competence can also be attained through the creation of an imagined TL community based on classroom activities (Yashima & Zenuk-Nishide, 2008). Yashima

(2013) examined a group of Japanese EFL students (n=265) who volunteered for an international volunteer project with ten to twenty young people from four to ten countries using English as a lingua franca. Her study focused on two main variables related to FL learning motivation: WTC and international posture. A control group of students (n=109) was also established who did not participate in the international volunteer project. The students who volunteered for the study abroad program already demonstrated a high degree of international posture and WTC in the study pre-test. The study post-test revealed that the study abroad program heightened the student volunteers' intercultural competence which was evident in higher levels of international posture and WTC.

Results from Yashima's (2013) study indicated that the students who were willing to study English in the TL community tended to repeat the experience and gradually cultivate intercultural competence and WTC to a greater degree. This process is known as a motivational cycle consisting of international posture, FL motivation, WTC and FL use in the context of international contact, which sustains the students' motivation to learn and use the TL (Yashima, 2013). Yashima and Zenuk-Nashide's (2008) study suggested creating imagined TL communities in the classroom can help generate an expanded motivational cycle among the students. Yashima (2013) and Aubrey and Nowlan (2013) support the contention of Yashima and Nashide (2008) that the students' participation in imagined TL communities in the classroom can enhance frequency of communication as well as international posture. This allows for; "a local community of practice" (Yashima, 2013, p. 47) related to an imagined TL community in the classroom which may improve international posture and WTC of the students who do not have the opportunity to study the TL abroad.

A different approach to the use of imagined TL communities in the FL classroom to enhance students' motivation is taken by Falout, Fukada, Murphey and Fukuda (2013). They contend that the teachers can collaborate with the students for in class action research, referred to as critical participatory looping (CPL), to assess the students'; "motivational mind frames" (p. 245). Their study uses the framework of present communities of imagining (PCOIz) which assess the extent of influence group interaction has on three motivational mind-time frames of the students: past, representing positive or negative FL learning experience; present, representing investments in the current FL

study; and future, representing possible selves. Through PCOIZ, classrooms become open systems that incorporate elements from external environments while at the same time influence the world outside the classroom. As the class periodically disperses and gathers again smaller sub groups of students are created which stimulates imagining among their members (Falout, Fukada, Murphey & Fukada, 2013).

Falout, Fukada, Murphey and Fukada's (2013) study used teacher-student collaborative research from other studies focusing on the three motivational mind-time frames and learning activities which were customized for each one: language learning history, which connects students to previous FL learning experiences; action logs, for reflecting on present FL learning experiences (Murphey, 1993); and an imaginary 10-year class reunion, for imagining students' future (Fukada et al., 2011; Murphey, 1993). Learning activities allowed the students to reflect on their identities in the three mind-time frames. Most of the students felt that reflecting on their identities made them feel more positive about their learning experience in the past, present and future. Although an increase in motivation was realized it is noted that some of the students felt they were forced into cooperating in the learning activities. This led Falout, Fukada, Murphey and Fukada (2013) to conclude that these students were relying too much on motivation based on the ought-to-self and not enough on intrinsic motivation through meaningful activities. Studies (e.g., Magid, 2014; Peng, 2015) based on similar research that followed Falout, Fukada, Murphey and Fukada (2013) implemented activities in the classroom based on the L2 motivational self-system that held more meaning for their students

Magid (2014) applied various teaching pedagogies with fifth grade elementary school EFL learners in Singapore employing the L2 motivational self-system. The teaching pedagogies were designed to enhance the students' vision of an ideal-self, to make students' goals for learning English clearer, and create action plans to achieve those goals. Scripted imagery was read to the students and enabled them to imagine various scenarios related to their future as English speakers. Following the readings, the students wrote action plans for achieving goals related to EFL study and were asked to discuss and elaborate on images they had of themselves as future English speakers from the scenarios described. A strengthening of the students' ideal-self was noted and attributed to the

methodology employed by Magid (2014) which provided visualization training and strengthened the students' vision in a short period of time. In Magid' (2014) study a direct approach to the use of imaging through learning activities enhanced the students' vision of their ideal-selves, created clearer and more specific learning goals and motivated the students in the classroom (Magid, 2014).

Peng (2015) also drew on the L2 motivational self-system to explain FL learner's communication aims from the point of view of an imagined global community in a Chinese university EFL context. Her study found a direct correlation between the constructs of the L2 motivational self system, international posture and WTC. Although the EFL context in Peng's (2015) study was examination centered, she found that if participants voluntarily connected to a wider global community they would more than likely see themselves as capable English speakers in that community. In Peng's (2015) study WTC manifested itself in different ways depending on the context. In class WTC was influenced by a variety of variables, most notably anxiety that includes the fear of speaking English in class due to negative evaluation, negative feedback from classmates and lack of confidence in competence. Outside class WTC was influenced exclusively by international posture and indirectly by learning experience. When the students ventured outside the classroom where it was not necessary to speak English only the students who were aware of the universality of English and willingly identified with the global community were more than likely sustain a WTC.

Peng (2015) suggested that the teacher can enrich the students' in class experience by providing meaningful learning activities that relate to their global vision, such as world news reports through websites, newspapers or TV to familiarize them with global events. Teachers can guide students through exercises that can release their imagination and stimulate their vision of future selves as TL speakers. Ultimately, it is the teacher who can situate students in an imagined global community and promote their WTC through a variety of learning activities and teaching materials (Peng, 2015). The ability to produce mental imagery may help the students overcome the limitation of the EFL context which lacks authentic contact with English TL communities (Yashima, 2009).

The students' perceptions of self and identity are important concepts to consider in L2/FL learning. The role they play in conjunction with teaching pedagogies and the effect this has on the students' attitudes, motivation and orientation in learning is the main focus of the studies reported in this thesis. Therefore, it is imperative that a theoretical framework is chosen that best addresses these issues. The studies in this thesis use a theoretical framework that is comprised of the L2 motivational self-system (Dörnyei, 2009) and the intercultural competence theory (Yashima, 2013). Both theories possess suitable traits that are relevant in the examination of the research questions presented in this thesis. Using the L2 motivational self-system and the intercultural competence theory in a combined theoretical framework most efficiently examines the relationship between Japanese EFL students' perceptions of self, identity, attitudes, motivation, orientation, intercultural competence and their ability to envision a future self-identity and how they are affected by the teaching pedagogies used in the classroom. In this way the studies intend to contribute fresh insight on previous research conducted in this field.

2.7 Theoretical Framework

The studies reported in this thesis examine Japanese EFL students' perceptions of self-related concepts such as self and identity and their relation to the internalization of motives to learn English. To examine this relationship, the L2 motivational self-system (Dörnyei, 2009) in conjunction with the intercultural competence theory (Yashima, 2013) are used in a theoretical framework. These motivational theories were chosen because they share similar characteristics and follow the trend of more recent lines of empirical inquiry into L2/FL learning motivation. Both motivational theories focus on the students' motivation to learn the TL based mainly on internalized self-concept related constructs. Both theories also address the students' ability to envision themselves using the TL in the future and the relation this has to external reference groups.

The concept of identification can be explained if it is examined internally as the student's identification with their self-concept rather than identifying with an external reference group (Dörnyei & Csizer, 2002). Dörnyei (2005) expands on this idea with the psychological theory of 'possible selves' representing ideas of what a person might

become, what they would like to become and what they are afraid of becoming and incorporated it into the L2 motivational self-system. The L2 motivational self-system is based on self-guides that allow learners to imagine themselves as a TL speaker in a future context through three constructs: ideal-self, ought-to self and learning experience. The ideal-self represents the person the student would like to become as a TL speaker and is a powerful motivator to learn the TL as it reduces difference between actual selves and ideal selves. The ought-to-self is related to the attributes the student believes they should possess to meet certain expectations and avoid possible negative outcomes in their learning experience and usually comes from external sources (e.g., parents, teachers, peers). The learning experience correlates to motives related to the current learning environment including the influence of the teacher, the curriculum, the peer group and perceived success. The L2 motivational self-system suggests that learners are motivated to learn through an imagined future self-concept which strives to bridge the gap between actual self and perceived self (Dörnyei, 2009).

Through questionnaires, class observation notes and semi-structured interviews the two studies reported in this thesis examine the correlation between the teaching pedagogies used by teachers in various classroom environments and the students' attitudes, motivation and orientation in the classroom within the framework of the L2 motivational self-system. Focusing on variables within the classroom environment the studies assess the students' attitudes toward the teaching pedagogies and the correlation this has to their motivation and orientation based on the ways in which the teaching pedagogies are implemented by the teacher in the classroom. Assessment is done through the three constructs of the L2 motivational self-system (see Figure 2.3). In the studies presented in this thesis the role of the L2 motivational self-system is similar to the attitudes toward learning construct in Gardner's (1985) integrative orientation theory and the intrinsic motivation construct of Noel's (2001b) SDT. The key difference between the L2 motivational self-system motivational theory and the two older L2/FL motivational theories is the assessment of the students' motivation in terms of how they visualize themselves as English speakers in the future and the ways in which this vision can help motivate them in their present studies.

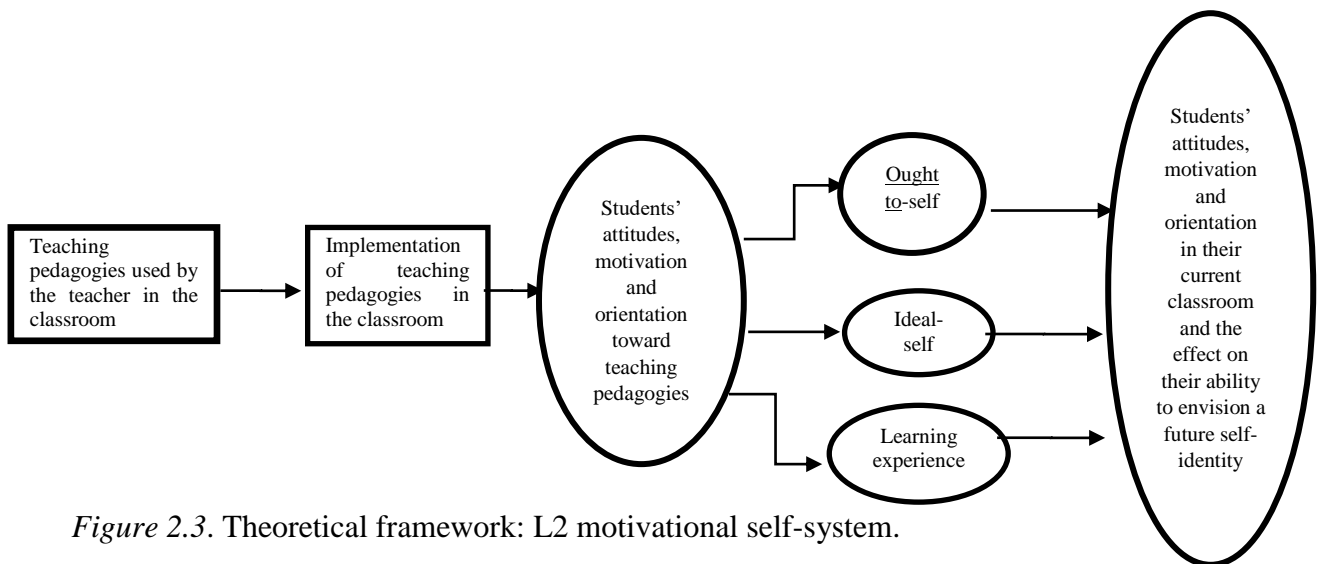


Figure 2.3. Theoretical framework: L2 motivational self-system.

An additional L2/FL motivational theory known as intercultural competence (Yashima, 2004, 2013) is used in conjunction with the L2 motivational self-system in the theoretical framework to determine the students' motivation through a perceived future self-identity as it relates to their degree of contact with the TL community (see Figure 2.4).

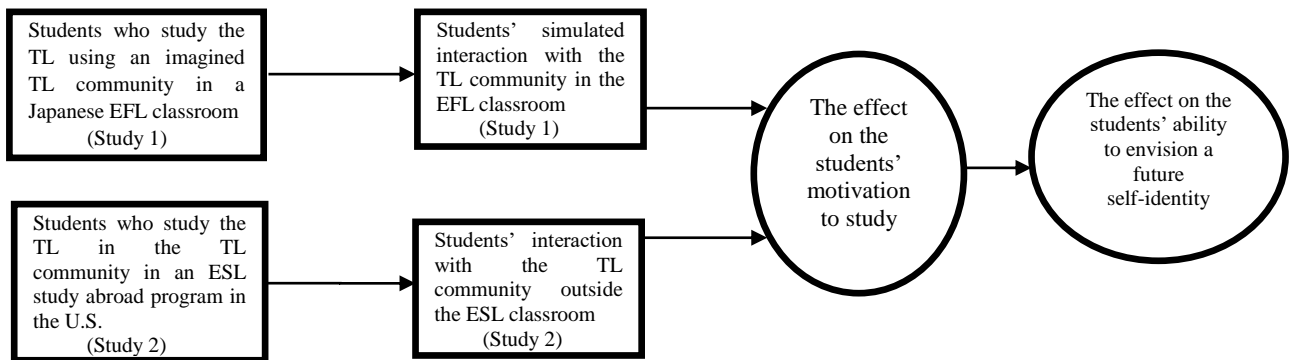


Figure 2.4. Intercultural competence (imagined TL community vs. TL community).

The basis for the students' motivation to learn the TL is linked to their motivation to communicate with others who are different (Yashima, 2013). The motivation to communicate correlates with the development of intercultural competence defined as the students' motivation to communicate with dissimilar others with varied perspectives and incorporate these perspectives to create new ones. Although the objective of intercultural competence can be met through written communication, reading, and

online materials it is imperative that FL students are capable of envisioning or imagining the TL community they wish to relate to (Yashima, 2013). First hand contact with the TL community through activities such as study abroad programs is an important step toward attaining intercultural competence. FL Students studying in classrooms located in the TL community are more likely to be motivated to learn the TL because they can more easily envision the TL community due to first hand contact (Yashima, 2013).

First hand contact with TL community allows the students the opportunity to foster a stronger self-concept. FL students studying in classrooms located in their home country may encounter similar experiences as L2 learners studying in classrooms located in the TL community by participating in imagined TL communities in classrooms where; “learners participate as members using their imagination” (Yashima, 2013, p. 36). Imagined TL communities can be created in the classroom through learning activities devised by the classroom teacher. Imagined TL communities that are created in the classroom motivate students by giving them the opportunity to better envision the TL community: “By envisioning the imagined community students are participating in, practice and drills in the classroom acquire new meanings and expressions the students learn are situated in contexts” (Yashima, 2013, p. 36).

The teacher in Study 1 used an imagined TL community in one of the three classes at Tokai University in Japan to determine how the imagined TL community contributed to the motivation of the students to learn English through simulated contact with the TL community. Study 1 also determined the correlation between the imagined TL community and the students’ ability to envision a future self-identity using the intercultural competence theory in conjunction with the L2 motivational self-system. The results were then compared to the students in the teacher’s other two Study 1 Tokai University classes as well as the students in Study 2 classes who had the opportunity to study English in a short-term study abroad program in the U.S. Using the L2 motivational self-system and intercultural competence together in a theoretical framework gives a broader perspective on variables that motivate or demotivate the students and how this correlates with their ability to envision a future self-identity.

2.8 Summary

Early L2/FL learning theories such as Gardner and Lambert's (1959) integrative motive theory and Deci and Ryan's (1985) SDT theory lack a specific focus on the concepts of self and identity and how they are influenced by the L2/FL classroom environment. More recent SLA, L2 and FL learning research (e.g., Bartram 2010; Chambers, 1994; Clark & Trafford, 1995; Di Pietro, 1994; Dörnyei, 1998; Nikolov, 1998; Schumann, 1986) focus more on the influence of educational and social-cultural variables on the students' attitudes and motivation toward learning and are more relevant to the classroom centered line of inquiry taken by the studies reported in this thesis. Other studies (e.g., Himomori 2013; Lyddon 2012; Miles 2012; Noels, 2013) suggested that student autonomy and self-motivation strategies implemented by the teachers during class activities can trigger positive motivation but have little to say about their correlation to how this affects the ability of the students to envision a future self-identity.

The image/goal dichotomy is a significant theory in L2/FL research but one aspect that is not widely addressed in previous research is the role it plays in the motivation of the students studying an FL in their home country compared to FL students studying an L2 in the TL community through study abroad programs. Through Dörnyei's (2009) L2 motivational self-system the studies reported in this thesis determined the impact of the image goal/dichotomy on the students' attitudes, motivation and orientation and the correlation to their ability to envision a future self-identity. Examining this variable in different classroom environments adds to previous studies focusing on self-identity constructs and their impact on the students' attitudes, motivation and orientation (e.g., Apple, Falout & Hill, 2013; Hayashi, 2013; Irie & Brewster, 2013; Munezane, 2013; Taguchi, 2013; Woodrow, 2012).

Intercultural contact affects FL students' perceived self relative to the TL community (Aubrey & Nowlan, 2013; Yashima, 2013). A direct comparison between Japanese students in Japan who experience an imagined TL community in their classroom, Japanese students in Japan who do not experience imagined TL communities and Japanese FL students studying in a short-term study abroad program in the U.S. provided an additional perspective in the research of intercultural competence. The

studies reported in this thesis used the L2 motivational self-system in conjunction with intercultural competence in a theoretical framework to explore contentions in this area that were put forward in research reviewed in this chapter. The aim of the studies was to analyze assertions made in previous research and add additional perspectives focusing on the teaching pedagogies used in each classroom situation. The direct comparison of teaching pedagogies used in university classrooms in Study 1 and university classrooms in involved with to the short-term English study abroad classrooms in the U.S. in Study 2 is intended to determine which classroom environment was the most suitable for the students to develop their ability to envision a future self-identity and helped motivate them in their present English studies.

Chapter 3

Methodology

3.1 Overview

This chapter outlines methodology which includes: design; data collection instruments; measurements; subjects; data collection procedures; and data analysis procedures for Study 1 and Study 2. The two studies share a common design, instruments and measurements but differ in subjects, data collection and data analysis procedures. Design, instruments and measurements are outlined as they pertain to both studies. Subjects, data collection and data analysis procedures are outlined for each study. Finally, a comparative analysis of interview data between a smaller student sample from each class in Study 1 and all students from Study 2 is outlined.

3.2 Design

A mixed methods design is used in both studies following a recent trend in L2/FL motivation research that is moving away from traditional quantitative approaches and toward more qualitative or mixed methods approaches. The increase of qualitative or mixed methods data in motivational research design reflects a need among researchers to understand L2/FL motivation in context rather than in isolation with a set of averages (Irie, 2014). This change in motivation research design is reflected in a collection of studies published during the early 2000s (e.g., Dörnyei & Schmidt, 2001; Dörnyei & Ushioda, 2009). A mixed methods approach is one that brings out the best while cancelling out the weaknesses of quantitative and qualitative research design (Dörnyei, 2008).

Several motivational studies of Japanese EFL learners have adopted a mixed methods design (e.g., Ryan, 2008; Shibuya, 2010; Suzuki, 2011; Taguchi, 2013) and implemented it. For example, Ryan (2008) used a mixed methods design to gain insight from statistical data as well as adopt an interpretive approach. Shibuya (2010) put greater emphasis on the qualitative component to closely investigate subjective viewpoints of participants. Suzuki (2011) contended a combination of qualitative and quantitative approaches brought a deeper insight into the FL self-development of less-

motivated learners. Taguchi (2013) stated that some results couldn't be analyzed based on quantitative data alone, so a qualitative component is needed to fully explore or supplement quantitative data. A mixed methods design was used in the studies reported in this thesis because it utilizes data sets, which are both quantitative and qualitative and provided a more holistic analysis that reflects the changes in L2/FL motivation research methodology in the early 2000s.

3.3 Participants

Participants were chosen because they represent a sample of Japanese university EFL students that meet the requirements of the research aims for the two studies. Participants in Study 1 were mainly Japanese EFL students (n=43) from three classes at Tokai University Shonan campus in Hiratsuka Japan conducted in the fall 2014 semester; TOEIC High Beginner (TOEIC HB n=16), Reading and Writing 2 (RW2 n=12) and English for Special Purposes (ESP n=12). The instructor for all three classes was the researcher who is an English native speaker and is hereafter referred to as the teacher in Study 1 and the researcher in Study 2. Participants in Study 2 consisted of Japanese EFL students with ESL experience of upper intermediate to advanced proficiency level who took an RW2 class at Tokai University conducted in the fall 2014 semester (two students in one class and two students in two other separate classes). The four students also participated in a month-long study abroad program (HOPES) conducted at Hawaii Tokai International College (HTIC) located in Honolulu Hawaii U.S.A during February and March 2015. In the HOPES program the four students took part in four language skills-based classes: English I Conversation; English II Reading and Writing; Speech Communication; and American and Hawaiian Culture. The teacher participants in Study 2 consisted of those at Tokai University (n=3) and those at HTIC (n=4). The Tokai University teachers consisted of one native English speaker and two Japanese teachers of English and the HTIC teachers consisted of all native English speakers.

3.3.1 Study 1 Classes

The TOEIC HB class was an elective course conducted once a week for a total of fifteen ninety-minute classes using a syllabus developed by the teacher. The students (n=16)

were a mix of English L2 proficiency levels ranging from beginner to advanced and included Japanese students (n=13) and non-Japanese students from China (n=3). The learning goals of this class were mainly the improvement of students' TOEIC test taking skills using various TOEIC textbook practice exercises, using graded readers for vocabulary building and reading skills development. An additional component was added to this class that included textbook-based activities centered on participation in a homestay program in the United States as a way of introducing an imagined TL community to the classroom. This was the only class in Study 1 where an imagined TL community component was implemented.

Daily classroom procedure consisted of graded readers that the students chose from a mobile library brought to the class and taken home for reading homework. Students used MReader (<https://mreader.org/>) an online extensive reading program originally developed at Kyogo Sangyo University for English majors, to complete online quizzes based on the graded readers. In addition to activities related to graded readers, the students completed a variety of TOEIC test practice exercises from Testbuilder for the TOEIC tests: *Tests that Teach* (Beck, 2012) and *In Context for the TOEIC Test: Travel English* (Cho & Nakamura, 2011). TOEIC test practice took approximately thirty to forty minutes of class time. The students completed the exercises individually and the teacher provided the answers at the end of the exercise while the students checked their own papers. Beck's (2012) text was selected to provide standard TOEIC test exercises in a traditional format while Cho and Nakamura's (2011) text was chosen to add an international component that linked TOEIC test practice to an imagined TL community. Cho and Nakamura's (2011) text contains TOEIC style exercises based on themes related to international travel, which were used to develop the imagined TL community.

For the remainder of the class the students engaged in textbook activities from *Get Ready to Go Homestay Adventures* (Fuller & Cleary, 2008) that were based on scenarios related to a U.S. based homestay program. Both the Cho and Nakamura (2011) and the Fuller and Cleary (2008) textbooks were used to promote the development of an imagined TL community in the classroom. The teacher employed group work and pair work for all exercises in the Fuller and Cleary (2008) text and the Cho and Nakamura

(2011) text. Most of class time was spent using the Fuller and Cleary (2008) text which included standard language learning exercises focusing on the development of listening, speaking, reading and, to a lesser extent, writing skills. Class activities relating to the textbook included group role-play exercises based on scenarios from the textbook. This class did not include a test component; class evaluation was based on the students' class participation (e.g., homework, in class assignments) and attendance.

RW2 was a compulsory course using a standardized curriculum and a standardized textbook, North-Star 1B Reading and Writing (Beaumont, 2009). This class was conducted twice a week for a total of thirty ninety-minute classes and focused mainly on improving the reading and writing skills of the students. The students (n=12) were made up of Japanese students (n=10) and non-Japanese students from South Korea (n=2) with a basic English proficiency level. Daily class activities related mainly to the course textbook with occasional printed handouts provided by the teacher. For example, one handout consisted of activities based on Halloween as a way of introducing elements of western culture. The teacher brought graded readers to the classroom once a week and the students chose books, took them home to read and then used the MReader online extensive reading program to complete quizzes. Group and pair work were conducted for all textbook reading and listening activities and writing activities were structured mainly as an individual exercise. Writing assignments were completed by each individual student, consisted of three drafts and were corrected and marked by the teacher. This class did not consist of an evaluated speaking component, but students were encouraged to exchange thoughts and ideas about reading and writing assignments orally in group and pair work. Evaluation for this class included an assessment of writing assignment drafts, a writing mid-term exam, a writing final exam, a reading final exam, class participation (e.g., homework, in class assignments) and attendance.

ESP was a compulsory course conducted twice a week for a total of thirty ninety-minute classes focusing on teaching English in a content-based format centered on global issues. The students were comprised of Japanese students (n=12) with a basic English proficiency level. The class followed a standardized common curriculum and used a standardized textbook, Pathways 3 Listening, Speaking and Critical Thinking (Chase &

Johannsen, 2013). Essentially, two core units from the textbook were covered during the semester: Unit 1 Gender and Society and Unit 3 Human Migration. Unit 1 dealt with the roles of men and women in western culture and Unit 3 looked at patterns of human migration or immigration in various parts of the world. Both units allowed the students to look at these issues from a global perspective and made a comparison with Japanese culture. The textbook activities consisted of standard task-based and structural reading, listening, and speaking skill exercises. They were conducted with the students in groups and pairs that allowed them to practice and learn grammar, vocabulary, and pronunciation within the context of the unit topic.

The evaluation criterion for the ESP class was comprised of class participation (e.g., homework, in class assignments), two main writing assignments, two main presentation assignments (one for each textbook unit) and attendance. Writing assignments required the students to conduct research using sources found online or in books on unit related topics chosen by the teacher and produce a short essay. Presentation assignments were based on writing assignments and included one individual power point presentation and one group poster presentation. They were designed to develop the students' speaking and presentation skills. The class-learning goal was to develop the students' international worldview while studying English.

3.3.2 Study 2 Classes

The Tokai University RW2 classes in Study 2 were based on the same standard curriculum as the teacher's RW2 class in Study 1 using the same standardized textbook, NorthStar 1B Reading and Writing (Beaumont, 2009). The classes were conducted twice a week for a total of thirty classes and consisted of learning goals that focused mainly on the improvement of reading and writing skills. According to the RW2 teachers' responses to the Teaching Materials and Learning Activities Teacher Questionnaire (as shown in Appendix O) the standardized textbook was utilized often or always as were photocopied handouts developed by the teachers and notes on a white or blackboard. Less emphasis was placed on the use of computer-based teaching materials such as tablets, laptops, websites and social networks. Task-based learning activities were conducted in group or pair work in most classes and usually included speaking

exercises using learned vocabulary and grammar. Structural learning activities included a review of grammar points and answering the teacher's questions based on a reading. Standardized evaluation criteria included an assessment of writing assignment drafts, a writing mid-term exam, a writing final exam, a reading final exam, class participation (e.g., homework, in class assignments) and attendance.

The four classes conducted at HTIC were ninety-minutes in length and conducted five days a week over a four-week period. In addition to classes the students participated in various culturally based activities outside the classroom that included field trips to various locations in and around Honolulu such as Pearl Harbour, Haleiwa Town and the Polynesian Cultural Centre. The researcher did not observe the field trips but did conduct a one-day observation of all classes. A general outline of teaching pedagogies for each class is provided in this chapter based on the classroom teachers' responses to the Teaching Materials and Learning Activities Teacher Questionnaire.

English I Conversation learning goals focused mainly on listening and speaking activities that used a minimal amount of teaching materials. According to the teacher, both print and computer-based materials were never or rarely used. Photocopied handouts were occasionally used but the teacher mainly relied on writing notes on the whiteboard. Learning activities were carried out by the students in groups and pairs and concentrated on using learned vocabulary in speaking exercises and presentations. Oral and written tests were used as an evaluation criterion.

Learning goals for English II Reading and Writing focused mainly on reading and writing skills but also included some speaking activities. Teaching materials used in this class included print, computer and DVD materials. The print materials frequently included novels, graded readers and photocopied handouts created by the teacher with less frequent use of newspapers and magazines. The computer-based materials included frequent use of computer software and websites. Learning activities were usually conducted in pairs or groups by the students and included YouTube videos, power point presentations, various projects and team competition games. Oral and written tests were never or rarely used.

Speech Communication was a research centred class that involved English oral communication among the students. According to the teacher teaching materials did not include a standardized textbook or other printed materials such as newspapers, magazines, novels or graded readers. The teacher developed her own printed material in the form of a reading text that was used often in class. Notes on a white board, computer-based materials such as laptops, and websites were also frequently used. The learning activities were often conducted in pairs and groups by the students and included presentations incorporating learned vocabulary. Field trips were organized for the students where they participated in research type activities such as conducting surveys in English. Oral or written tests were rarely used.

The American and Hawaiian Culture class was a listening and speaking centred content-based class with a focus on aspects of western culture. Standardized textbooks and/or graded readers were rarely used but newspapers and magazines were sometimes used. Printed materials developed by the teacher were often used along with notes on the whiteboard. Computer-based teaching materials such as laptops, tablets and related software were rarely implemented although websites were used occasionally. The learning activities that incorporated group and pair work and presentations that used vocabulary acquired in class were common. Other regular learning activities included group or pair speaking exercises, listen and repeat exercises and the students' answers to the teacher's questions based on a reading. Oral and written tests were also used as part of the evaluation criteria. The teacher implemented a variety of role-play and game type exercises that often involved taking the students outside the classroom. The teacher noted that the main learning goal of this class was to develop the students' intercultural communication skills and assist them in understanding the differences in cultural value systems.

3.4 Instruments

Quantitative instruments for both Study 1 and Study 2 consisted of two six-point Likert scale self-report questionnaires referred to hereafter as Questionnaire 1 and Questionnaire 2 (as shown in Appendix A and Appendix C). The questionnaires were tested in a pilot study for the two studies presented in this thesis conducted by the

researcher. The pilot study compared classroom teaching pedagogies' effect on motivation, attitude, orientation and self-identity between Japanese EFL students studying in Japan and Japanese ESL students studying in Canada (Harper, 2014). Questionnaire 1 was given near the beginning of data collection and Questionnaire 2 was given at the end of data collection to gauge differences in the students' responses. Each questionnaire consisted of a range of response choices from 1 (strong disagreement) to 6 (strong agreement) and a personal information page that asked the students to provide information on age, gender, perceived English proficiency and previous experience studying English in an EFL context.

The questionnaires were provided in English (as shown in Appendix A and Appendix C) and in Japanese (as shown in Appendix B and Appendix D). The questionnaires measured the three constructs of the L2 motivational self-system: the ideal-self; the ought-to-self; learning experience and; the students' attitudes toward teaching pedagogies used in the classroom. The Japanese students completed Japanese versions of the questionnaires and the non-Japanese students completed English versions of the questionnaires. The questionnaires were based on the Attitude/Motivation Test Battery (AMTB), developed by Gardner (1958, 1960) and modified by Gardner and Smythe (1975). The AMTB was originally used to address non-linguistic goals such as: aspects of understanding the TL community; desire to continue studying English L2/FL; and interest in studying additional languages (Gardner, 1985). The studies presented in this thesis used modified AMTB questionnaires to measure: the students' attitudes toward teaching pedagogies; goal orientation; motivation to study in classroom environments in Japan and the U.S.; and the relation to the students' ability to envision a future self-identity. The flexible nature of the AMTB questionnaire contributed to the reasoning behind the choice to use it. The format of the AMTB questionnaire was easily reformatted to meet the needs of the two studies presented in this thesis.

Both questionnaires were comprised of twenty-four statements divided into four sections: Section 1 ideal-self (7 statements); Section 2 ought-to-self (8 statements); Section 3 learning experience (4 statements); and Section 4 attitude toward classes (5 statements). In addition to the two student questionnaires, a five-point Likert scale

Teaching Materials and Learning Activities Teacher Questionnaire, with a range of responses from 1 (never) to 5 (always), was provided in English for the teacher participants (as shown in Appendix O) and the Teaching and Learning Materials Student Questionnaire in English (as shown in Appendix G) or Japanese (as shown in Appendix H) was provided for all the student participants. These questionnaires were developed by the researcher based on the knowledge of the basic types of teaching pedagogies used in his own and other EFL classes at Tokai University. All teachers in Study 2 classes completed the Teaching Materials and Learning Activities Questionnaire to give an account of the types of teaching materials and learning activities they used. The Study 2 Tokai University RW2 teachers' responses to the Teaching Materials and Learning Activities Teacher Questionnaire allowed the researcher to get a general idea of how often the types of teaching materials and learning activities were used or not used since no classroom observation was conducted in these classes. All the teacher participants in Study 2 were asked to respond to the questionnaire based on how often they used various teaching materials and learning activities in their classrooms. The students were asked to respond to the questionnaire based on how often they experienced the various teaching materials and learning activities in EFL classes both past and present.

The qualitative instruments in Study 1 and Study 2 included structured interview questions in English (as shown in Appendix E) and Japanese (as shown in Appendix F) with selected students from each participant group and observations of selected classes by the researcher. In Study 1 the Japanese student interviewees (n=4) were randomly selected from each of the three participant classes (n=12). In Study 2 all the student participants (n=4) were interviewed due to the small sample size. The interview responses given in Japanese were translated to English and transcribed (as shown in Appendix Q). The class observations were conducted using a video camera and the notes were taken on the Class Observation Form (as shown in Appendix P) to supplement interview responses. Qualitative instruments followed the explanatory model where quantitative data is supported and explained by qualitative data allowing for a wider scope of data analysis and a more holistic view of the results (Ryan, 2008).

3.5 Data Collection

The purpose of the research project was explained to the Study 1 student participants by the teacher at the beginning of the 2014 fall semester at Tokai University (September). All students (n=43) agreed to participate by reading the Student Project Information Sheet in either English (as shown in Appendix I) or Japanese (as shown in Appendix K) and they signed a Student Participant Consent Form in either English (as shown in Appendix J) or Japanese (as shown in Appendix L). Data was collected between September 2014 and January 2015 using questionnaires and structured interviews. Questionnaire 1 and the Teaching Materials and Learning Activities Student Questionnaire in English or Japanese was administered to all students by the teacher at the beginning of the semester and upon instructions from the teacher the students responded to the questionnaire items based on EFL classes they had taken previously.

The teacher administered Questionnaire 2 to all students at the end of the semester and upon instruction from the teacher the students responded based on the EFL class they took in the 2014 fall semester at Tokai University. One structured interview of four randomly selected students from each class was conducted following the completion of Questionnaire 2. They were asked to respond to questions based on their experience in the classes completed in the 2014 fall semester. The interview questions were asked in English while the students read the questions in Japanese for the purposes of better comprehension. The class observations were conducted using videos of selected classes: TOEIC HB (n=5); ESP (n=5); and RW2 (n=5). The observations taken from the videos were transcribed to written form on the Class Observation Note Sheet for data analysis.

The Study 2 data was collected between November 2014 and March 2015 at both Tokai University Shonan campus in Japan and HTIC in Honolulu. The researcher introduced himself to all the students (n=15) in the HOPES program during the HOPES orientation meeting at Tokai University in November 2014. The researcher explained the nature of the research project and invited the students to participate in the study. Four out of the fifteen students in attendance at the HOPES orientation meeting agreed to participate in the study. The students read the Student Project Information Sheet in Japanese and

signed the Student Participant Consent Form in Japanese. Questionnaire 1 was administered to the students at the HOPES orientation meeting by the researcher and they were instructed to respond based on the RW2 class they were currently taking at Tokai University during the fall 2014 semester. The students also completed a Teaching Materials and Learning Activities Student Questionnaire in Japanese and the researcher instructed them to respond based on teaching pedagogies they experienced in any EFL classes taken in the fall 2014 semester at Tokai University.

The first semi-structured interviews were conducted with the four students in the researcher's office at Tokai University in January 2015. The students were asked to respond to questions based on the RW2 class they recently completed during the fall 2014 semester at Tokai University. The interview format was the same as in Study 1; the researcher asked questions from the Student Interview Questions Form in English while the students read them from the Student Interview Questions Form in Japanese. No classroom observation was conducted for the RW2 classes at Tokai University due to time constraints, but the researcher conducted video camera class observation in all four classes at HTIC. Notes taken from the videos on the Class Observation Note Sheet were included in data analysis.

Questionnaire 2 was administered to the students after the day's classes at HTIC in Honolulu Hawaii on Tuesday March 10th, 2015. The students were asked by the researcher to respond to the questionnaire statements based on their experience with in class and out of class activities in HTIC classes up to the questionnaire administration date. The second semi-structured interviews were conducted with the students following the completion of Questionnaire 2 at HTIC and they were asked to answer the interview questions based on their experience in their HTIC classes to that point. The teachers of the students' respective RW2 classes at Tokai University and classes at HTIC were asked to complete a Teaching Materials and Learning Activities Teacher Questionnaire to augment the data collected in the student questionnaires.

Table 3.1
Data collection instruments

Study 1	Study 2
Six-point Likert scale self-report questionnaires (2) (quantitative)	Six-point Likert scale self-report questionnaires (2) (quantitative)
Teaching materials and learning activities teacher/student questionnaire (quantitative)	Teaching materials and learning activities teacher/student questionnaire (quantitative)
Semi-Structured interview (1) (qualitative)	Semi-Structured interviews (2) (qualitative)
Class observations-teacher's classes Tokai University (qualitative)	Class observations-HTIC classes (qualitative)

3.6 Data Analysis

The quantitative data in Study 1 and Study 2 was analyzed to establish if there was a significant difference between the students' responses to Questionnaire 1 and Questionnaire 2 in each of the classes. Any significant statistical differences were determined by a paired *t*-test on the two sets of quantitative data. Discourse analysis was performed on qualitative data obtained from the interview responses of four randomly selected students from each of the teacher's classes in Study 1 (n=12) and all of the students in Study 2 (n=4). Qualitative data obtained from the semi-structured interviews and classroom observation video notes in both studies was analyzed based on a qualitative data evaluation guide (Taylor-Powell & Renner, 2003) to determine a relation with the quantitative data.

Classroom observation videos from selected sessions of each of the teacher's classes in Study 1 and the four HTIC classes in Study 2 were analyzed, compared between the classes and then examined for correlation to quantitative data. Questionnaire 1 in Study 2 has no corresponding classroom observation, so a general analysis of the four students' classroom participation was made through their responses to the first structured interview. The significance of the quantitative data was limited in Study 2 due to the small participant sample, but it supplemented qualitative data to more fully address the research questions. Data results are analyzed in a comparative format between classes in

Study 1 and classes Study 2 to determine differences between classes in addition to differences between studies.

The teaching pedagogies measured in Study 1 and Study 2 included learning activities used in classes which incorporated elements of communicative language teaching (CLT) through task-based and structural activities focusing on the four main language skills: listening; speaking; reading; and writing. The teaching materials used in classes were categorized into two main groups: computer-assisted language learning (CALL); and print materials. The quantitative data from Questionnaire 1, Questionnaire 2 and the Teaching Materials and Learning Activities Student Questionnaire were entered into a Microsoft excel file for data analysis. The questionnaire responses in each data set were analyzed to ascertain the response and allow for identification of central characteristics used to address the research questions. The qualitative data was measured and analyzed following a measurement and analysis of the quantitative data.

The qualitative data obtained from the student interviews and the class observations in both studies were measured and analyzed to clarify and supplement results found in the quantitative data. The students' responses in semi-structured interviews were recorded on audiotapes which were then transcribed and translated into English (as shown in Appendix Q and Appendix R) with the assistance of a translator. Key words and phrases from interview transcripts were categorized on a Microsoft excel file to determine common themes and patterns then organized into comprehensible categories which brought meaning to as well as summarized the data. The classroom observation data conducted with the aid of video was analyzed using a similar method to the analysis of the student interviews. The classroom videos were broken down into categories that represent different aspects of the classroom environment: types of teaching materials used; types of learning activities used; interactions between the teacher and the students; and the general demeanor of the students. The classroom observation data was then compared to questionnaire and interview data to determine any relation between the three data sets in each study.

3.7 Summary

Examining quantitative and qualitative data in a mixed methods approach in each study allowed for a more holistic analysis. The quantitative data is intended to support and enhance qualitative data and give a more complete understanding of the relation between dependent variables such as the students' attitudes, motivation, orientation, their relation to the students' ability to envision a future self-identity and independent variables such as teaching pedagogies and the classroom environment. Comparing the student interview groups from Study 1 with the students from Study 2 provides a focus on small groups with various classroom experiences in Japan and in the U.S.A. The results of the studies are discussed in Chapter 4 and analyzed in relation to the research questions and literature review in Chapter 5.

Chapter 4 Results

4.1 Overview

This chapter begins with an outline of the results of class observation carried out on selected days in both Study 1 and Study 2 followed by a general description of the results of questionnaires and interviews conducted with the students in both studies. Class observation from both studies is described based on notes taken from observation videos and categorized on the Class Observation Notes Sheet (as shown in Appendix P) which include: observations on teaching materials; learning activities; teaching methodologies; and the teachers' demeanor. The questionnaire responses are described according to the sections they correspond to in Questionnaire 1 and Questionnaire 2: ideal-self; ought-to-self; learning experience; and general attitudes toward classes. The semi-structured interview responses from Interview Transcripts (as shown in Appendix Q and Appendix R) and Interview Summaries (as shown in Appendix S, Appendix T, Appendix U) in Study 1 and Study 2 supplement the questionnaire responses. The interview responses are described according to the type of questions asked: questions 3, 4, 7, 8 and 10 refer to the students' ideal-self; question 6 refers to the students' ought-to-self; and questions 1, 2 and 9 refer to the students' learning experience and general attitudes toward their classes. Questionnaire responses, interview responses, and class observation results are described separately for each class in Study 1 and Study 2 and then briefly compared. The chapter concludes with a short summary.

4.2 Study 1

4.2.1 TOEIC HB Observation

The teaching materials for TOEIC HB consisted of the assigned class textbook, *In Context for the TOEIC Test: Travel English* (Cho & Nakamura, 2011). In the first observed class the students engaged in a structural activity completing TOEIC style listening questions in groups following an explanation of the exercise by the teacher. After the exercise the teacher allowed the students to check and compare answers within

their groups. High participation rates and interaction with group members using mainly English were observed when the students answered listening questions and checked answers. Following group work, the teacher reviewed the correct answers with the class and the students responded well, however the responses came mainly from the non-Japanese students. Next, the class engaged in another structural activity completing TOEIC style grammar and vocabulary exercises in the same groups as the first structural activity. In this activity the students tended to work individually on grammar and vocabulary exercises which produced a minimal amount of interaction between group members. The students also completed TOEIC style reading passages with little or no interaction between partners or group members. During answer review with the entire class the teacher noted that responses again came mainly from the non-Japanese students.

The teacher introduced the second assigned textbook, *Get Ready to Go Homestay Adventures* (Fuller & Cleary, 2008) in the second observed class. The main themes of the textbook were reviewed and followed up with a lecture on how the students might prepare for a home stay abroad. Most of the students listened attentively to the lecture and showed interest in the topic. The lecture was followed with a two-part question that the students answered after a group discussion; “What do you want to do with English in the future?” and “What is your goal?” The students did not have to answer this question immediately but were asked to keep those questions and their answers in mind throughout the semester. The purpose of this question was to focus the students on these issues early in the semester.

The first activity from the second assigned textbook was task-based. This activity had the students choose a city where they would like to experience their homestay, the two choices offered in the textbook were Boston or Chicago. The students discussed their choices in groups following a lecture by the teacher outlining specifics about Boston and Chicago as well as the aspects of American culture. The students responded well to this task with a high level of group interaction, although the teacher had to remind some of the students to speak English rather than Japanese. Group leaders shared their group’s answers with the class and responded well. Out of five groups, two chose Boston and

three chose Chicago. Reasons for group choices cited by group leaders included culture, food, history, sports and climate.

The class finished with two structural activities. The first activity was pronunciation practice exercise which had the students listen and repeat unit vocabulary. The second activity was also a listening exercise which had the students listen to a homestay related conversation then answer multiple choice questions and complete a gap fill exercise. Both activities were conducted in groups and the answers were checked together in class with the teacher. Both exercises elicited a good reaction from the students regarding group interaction but when the students checked answers together with the teacher, the students' responses came mainly from the non-Japanese students.

The teacher continued to use the *Get Ready to Go Homestay Adventures* textbook (Fuller & Cleary, 2008) in the third observed class. This class began with a structural listen and repeat activity focusing on pronunciation that incorporated unit vocabulary and was followed by conversation practice conducted in groups. The conversation practice was comprised of two components in the following order: the students listened to and then repeated the conversation; the students practiced the dialogue using different phrases. In both exercises there was good interaction and high participation rates among the student groups with English being spoken by most of the students. The students then engaged in a task-based group conversation exercise in which they exchanged questions and answers about their own families. This activity reflected the theme of the textbook unit that focused on homestay families. This activity produced a high level of participation among group members with most of the students speaking English.

The last activity in the third observed class was a structural activity. In this activity the text DVD featuring a video clip about meeting the host family was used. The video clip was divided into two parts: the first part presented general information about meeting the host family; and the second part presented interviews with individual host family members. The students completed a series of multiple-choice questions in groups about the general theme of the video clip and true/false questions about the host family members' interviews. The students seem interested in the DVD but showed minimal

interaction when checking multiple-choice questions in their groups. The group members displayed more interaction when exchanging answers to the true/false questions. When answers were checked together with the teacher there was a good reaction from most of the students. The class finished with a lecture from the teacher that provided additional information regarding homestay programs.

The students engaged in a group role-play in the fourth observed class based on Units 1 through 4 in the *Get Ready to Go Homestay Adventures* textbook (Fuller & Cleary, 2008). The role-play was designed to simulate a homestay experience showing interaction between the homestay student and the homestay family. The role-play consisted of four scenes each representing a stage in the homestay experience: the homestay student deciding where they want to go; the homestay student's first day in America; meeting the host family; and eating the first meal with the host family. Prior to the role-play the students were divided into nine groups and given twenty minutes to prepare. The students performed well in this phase of the exercise with most group members communicating or attempting to communicate in English. Each role-play was approximately two minutes and the students performed well during this task. All groups used English throughout their role-play and most group members displayed positive attitudes toward this task-based exercise.

The first activity in the fifth observed class was a structural exercise that had the students practice TOEIC test taking strategies. The students completed this exercise individually and checked answers with the teacher together as a class. There was minimal interaction between the students during the exercise and minimal response when the teacher checked answers with the class. TOEIC strategy practice was followed by another group role play activity based on Unit 12 of the *Get Ready to Go Homestay Adventures* textbook (Fuller & Cleary, 2008). In this task-based role-play the students were asked to plan a goodbye party for the homestay exchange student. The students were assigned to groups by the teacher and given twenty minutes to prepare. The groups displayed high participation rates when preparing for the role-play and group members in several groups showed high levels of interaction. Although many students read

directly from their notes, all of them put in a good effort during the role-plays and displayed a positive attitude toward this task-based exercise.

4.2.2 Reading and Writing 2 Observation

The teacher started using the assigned class textbook, North-Star 1B Reading and Writing (Beaumont, 2009) in the first observed class. The class started on Unit 7 with readings and related structural activities based on famous American aviator Charles Lindbergh. The first activity was teacher-centered and offered a brief overview lecture of the unit topic to familiarize the students with the topic. The students listened to the lecture for the most part but there was minimal response from them when the teacher asked questions about various points on the topic. The students completed short answer questions related to the unit topic in groups but interaction between the group members was limited and the groups were for the most part quiet. The teacher checked the groups' answers by asking the group members to share their answers with the class and most of the students attempted to respond in English. The next activity was a task-based activity from the textbook that required the students to match information from column A with corresponding information from column B. The students completed this task in groups, but most groups were quiet with limited interaction in English. Despite low participation rates during the group discussion component of the activity, the groups matched most items correctly when checked together with the teacher and generally responded well when asked to share their answers with the class.

The teacher continued with Unit 7 in the second observed class. This class began with a review of the previous class and the students listened attentively. The first learning activity was a task-based pair activity where the students interviewed their partner about high points and low points in their life. Out of three sets of pairs in this activity one pair participated actively while the other pairs displayed lower participation rates. The students in each pairing did make some attempt to use English and each pair interviewed for approximately two minutes. The second activity of the class was a structural vocabulary gap fill exercise conducted in pairs that began with a listen and repeat exercise. Most of the students were quiet during this exercise and produced minimal communication in English but did provide adequate responses to the teacher when

checking the answers. The teacher then previewed the first reading of the unit and asked oral questions regarding a map relating to the reading. The students listened attentively but again there was minimal response to the questions from many of the students.

The teacher began the third observed class with a brief lecture previewing Unit 8 of the text. Oral questions were asked regarding the picture on the first page of the unit that garnered one response. The students then engaged in a pair work task-based exercise where they discussed a photo presented on the first page of the unit that asked, 'How does the man in the picture feel?' The students showed minimal response to this activity and many communicated during the exercise more in Japanese than in English. There was some response and note taking when the teacher discussed the photo together with the class and focused on adjectives. The third activity was a vocabulary/definition matching structural exercise conducted in pairs. The students showed minimal interaction during this exercise and preferred to complete it on their own rather than with a partner. There was limited response from the Japanese students when answers were checked with the teacher. The only response came from the Korean students in the class.

The teacher reviewed both readings from Unit 8 in a short lecture format in the fourth observed class. A series of comprehension questions from the text regarding the contents of the readings were asked by the teacher. Only the two Korean students responded to the questions while the other students remained silent. The second activity consisted of a structural vocabulary gap fill exercise conducted in a pair work format. The class consisted of four sets of pairs but most of the students completed the exercise individually with little or no discussion between them. The last activity of this class was a pair task-based speaking exercise based on the readings. Most of the students completed the task-based speaking exercise individually with little or no interaction with their partners.

The fifth observed class began with Unit 9 of the textbook starting with a task-based preview of the unit which consisted of a series of discussion questions. The students were asked to discuss the questions in pairs and then checked their answers together

with the teacher. Minimal interaction occurred during the exercise although a couple of the students responded when reviewing the answers together as a class with the teacher. This activity was followed by a second pair task-based discussion exercise where two out of six pairs exhibited some interaction. The final activity was a reading exercise, the students read the passage and then completed a series of true/false and gap fill questions in pairs. Two out of the six pairs displayed some interaction during the task-based exercise but most of the students worked individually. The teacher then checked answers with the class but there was minimal response from many of the students when checking answers.

4.2.3 English for Special Purposes Observation

The teacher introduced the first core unit of the assigned class textbook, Pathways 3 Listening, Speaking and Critical Thinking (Chase & Johannsen, 2013) in the first observed class. Unit 1 of the text focused on the role of gender in society from a western perspective and the teacher began the class with a background lecture with most of the students listening attentively to the lecture. The first learning activity of the unit was a structural exercise related to note taking skills. This was supposed to be a pair exercise but most of the students completed the exercise individually and displayed minimal communication in English with their partner. The teacher followed this exercise with an answer check that consisted of writing the answers on the blackboard. Most of the students took notes or corrected their answers during this phase of the exercise and listened attentively.

The second observed class began with a review of lecture topics and learning activities from the previous class, most students gave their full attention to the lecture. The lecture was followed with a question and answer session using short answer questions from the textbook. This was a teacher centered learning activity that produced minimal response from most of the students, but they seemed to be listening to the teacher. The third learning activity was a two-part structural listening exercise related to the note taking skills activity from the previous class. A majority of the fifteen students participated actively in the first part of the exercise but a smaller number interacted with their partners when checking their answers in the second half of the exercise. During the

second half of the listening exercise three out of the fifteen students completed the exercise but the rest were more occupied with their smart phones. Some of the students checked answers together in pairs or small groups but mainly communicated in Japanese. There was very little or no response from many of the students when checking answers together as a class with the teacher.

In the third observed class the students prepared for a PowerPoint presentation on gender roles in various countries from Unit 1 of the textbook. This was an individual oral presentation, but the students practiced their presentation with their classmates in groups of three or four in class prior to the presentation. The teacher first outlined procedure for the presentation and reviewed important points that the students should remember such as timing, vocabulary and grammar. There were three groups and each group member took turns giving their presentation to the other group members. Two of the groups exhibited active participation using English. Many of the students seemed to enjoy this task-based exercise but there were two or three students who displayed lower participation rates. However, many of the students welcomed the advice and assistance of the teacher during the activity and seemed to enjoy the interaction in English.

The students engaged in a task-based activity preparing for a group poster presentation in the fourth observed class. This was a student-centered class the students brought materials needed to make a poster and worked in groups (n=4) assigned by the teacher preparing their poster and oral component for the presentation. All the students displayed high participation rates and appeared to enjoy this task-based activity. Though the posters were in English, the students tended to communicate with their group members more in Japanese during preparation. The student groups presented their poster presentations in the fifth observed class. One or two group members depending on the size of the group presented the poster while the other group members watched the presentations of the other groups and rotated every two minutes. All the students displayed high participation rates when presenting their posters. Some of the students tried to speak without looking at their notes while others read their notes. The students watching the presentations paid attention to the presenters and showed interest in the

presentations. Overall, task-based presentations exercises produced the highest level of positive responses from the students in the class.

4.2.4 Questionnaire 1 and Questionnaire 2 Responses

Questionnaire 1 (as shown in Appendix A and Appendix B) was conducted at the beginning of the 2014 fall semester and Questionnaire 2 (as shown in Appendix C and Appendix D) was conducted near the end of the same semester. Table 4.1 shows questionnaire statements for Section 1 related specifically to the ideal-self and Figure 4.1 displays students' responses to Questionnaire 1 and Questionnaire 2 statements. The TOEIC HB class's responses show a trend among the students toward envisioning themselves using English in their future careers or having plans that require them to use English in the future following the completion of the class. Conversely, responses to statements that relate to the students envisioning themselves travelling to foreign countries and speaking English, living abroad in an English-speaking country, studying in a university in an English-speaking country or communicating with native English speakers decrease slightly between the first questionnaire and the second questionnaire.

The quantitative data indicates that a majority of the TOEIC HB students had a diminished ability to envision themselves using English in the future for the specific purposes outlined in the Section 1 questionnaire statements after completing the class. When a paired *t*-test was conducted on the TOEIC HB class's Section 1 questionnaire responses there was no significant difference between the two questionnaires for six out of the seven Section 1 statements (as shown in Appendix V). Only S1.6 showed a significant difference between the two questionnaires in a paired *t*-test, Questionnaire 1 ($M=3.65$, $SD=1.32$) and Questionnaire 2 ($M=3.06$, $SD=1.52$); $t=16$, $p<0.046$. This statistical difference indicated that the students in the TOEIC HB class were less likely to envision themselves speaking English in different situations in the future following the completion of the class.

The RW2 students' responses to questionnaire Section 1 show a slight positive change between the two questionnaires. The most significant difference occurred in S1.7, indicating that most of the students incurred a clearer vision of themselves using English

for some purpose after taking the class. However, none of the responses in this section showed a significant statistical difference between the two questionnaires when compared in a paired *t*-test (see Figure 4.1). The students in the ESP class showed the most notable increase in positive response for questionnaire Section 1 statements among the three Study 1 classes between the beginning and the end of the fall 2014 semester. Responses from the students in the ESP class suggest many were better able to envision themselves speaking and using English in the various scenarios outlined in the Section 1 statements when compared to EFL classes they had taken previously. A paired *t*-test confirmed that the students' responses to S1.1, Questionnaire 1 (M=2.17, SD=1.34) and questionnaire 2 (M=3.00, SD=1.21); $t=11$ $p<0.005$, and S1.6, questionnaire 1 (M=2.25, SD=1.54) and Questionnaire 2 (M=2.92, SD=1.44); $t=11$, $p<0.012$ showed the most significant statistical difference between the two questionnaires. The students' responses indicate that most of them felt they had an increased ability to envision themselves speaking and using English in the future with native speakers in a study abroad situation as well as in a variety of situations in their home country. This was a stronger feeling among the students in the ESP class compared to any EFL classes the students from this class had taken previously (see Figure 4.1).

Table 4.1

Questionnaire Section 1(S1): How do you see yourself using English in the future? (ideal-self)

#	Questionnaire Statements
1	I see myself living abroad (in an English-speaking country) and speaking in English with native speakers.
2	When I think of my future career I see myself using English.
3	I can see myself travelling in foreign countries and using English to communicate with foreigners.
4	I can see myself studying at a university overseas where all my courses are taught in English.
5	In the future I can see myself speaking English as if I were a native speaker.
6	In the future I see myself as someone who is able to speak English in different situations.
7	The plans I have for the future require me to use English.
1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree *past class (Questionnaire 1) most recent class (Questionnaire 2)	

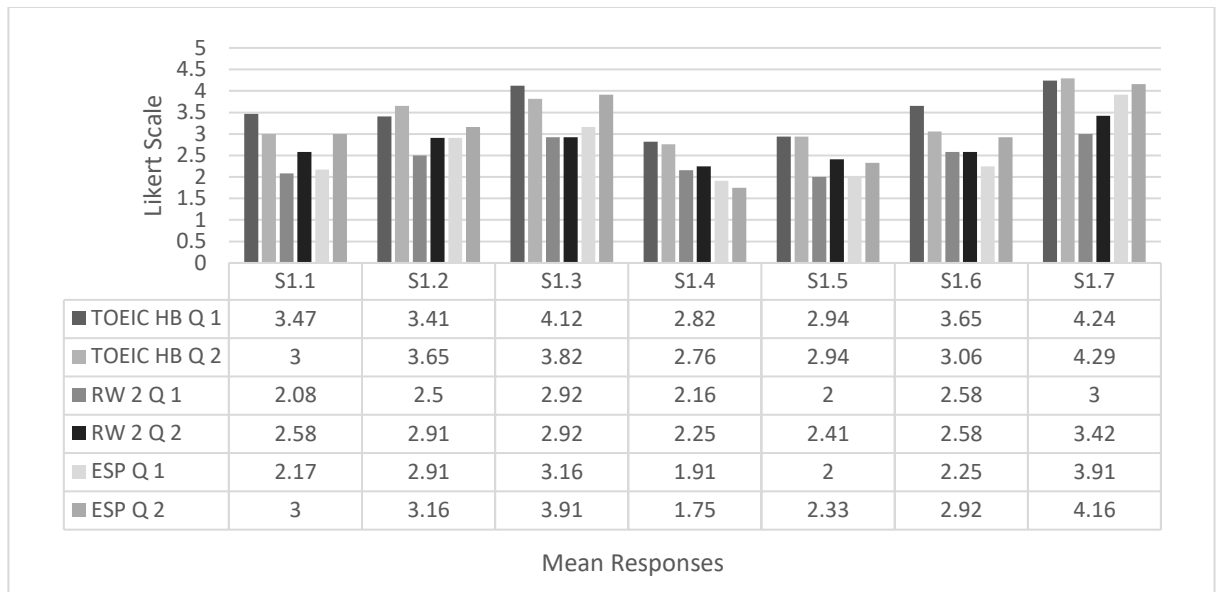


Figure 4.1. Tokai University classes: responses on ideal-self.

Table 4.2 shows questionnaire statements for Section 2 and Figure 4.2 shows responses for Questionnaire 1 and Questionnaire 2 relating to the ought-to-self. The question and related statements for Section 2 refer to the influence of others' opinions (e.g., family members, friends, teachers) on the students' EFL study specifically what others think the students ought to do or avoid doing to become a successful English speaker in the future. The TOEIC HB students' responses are slightly more negative to Section 2 statements in Questionnaire 2 compared to Questionnaire 1. The shift may be attributed to a reduced impact of external sources such as the opinions of others on what the students ought to do or avoid doing to become a successful English speaker in the future. Although responses to all Section 2 statements in both questionnaires are negative the most notable difference in responses for the TOEIC HB class occurs in S2.1 and S2.2. However, none of the responses in this section showed a significant statistical difference when compared in a paired *t*-test (as shown in Appendix V).

The RW2 students' responses to Section 2 show a minor shift from negative to positive between the two questionnaires. This slight positive shift was most noticeable in responses to S2.3 and S2.4 but S2.6 was the lone item that shifted more toward a negative response (see Figure 4.2). None of the items showed a significant statistical difference in a paired *t*-test (as shown in Appendix V) which indicates the minor

positive change in the students' ought-to-self was random. The most noticeable positive shift in responses between the two questionnaires among the three participant classes occurred in the ESP class. The ESP students' responses indicate a greater influence from external sources such as the opinions of others that could guide their thinking on what they ought to do or avoid doing to become a successful English speaker in the future. A paired *t*-test confirms that the positive shift of S2.3, Questionnaire 1 (M=2.00, SD=1.35) and Questionnaire 2 (M=3.00, SD=1.35); $t=11, p<0.026$ is statistically significant. This result implied that many of the students in the ESP class felt an obligation to others to succeed or reach goals set for EFL study which were supported by teaching pedagogies used in the ESP class.

Table 4.2

Questionnaire Section 2(S2): How do others influence your English study? (ought-to-self)

#	Questionnaire Statements
1	I study English because close friends of mine think it's important.
2	I consider learning English important because the people I respect think I should do it.
3	If I fail to learn English, I'll be letting other people down.
4	Studying English is important to me to gain the approval of my peers/teachers/family.
5	I must study English, because, if I do not study it, I think my parents will be disappointed with me.
6	I must study English to be an educated person.
7	Studying English is important to me because other people will respect me more if I have knowledge of English.
8	It will have a negative impact on my life if I don't learn English.
1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree *past class (Questionnaire 1) most recent class (Questionnaire 2)	

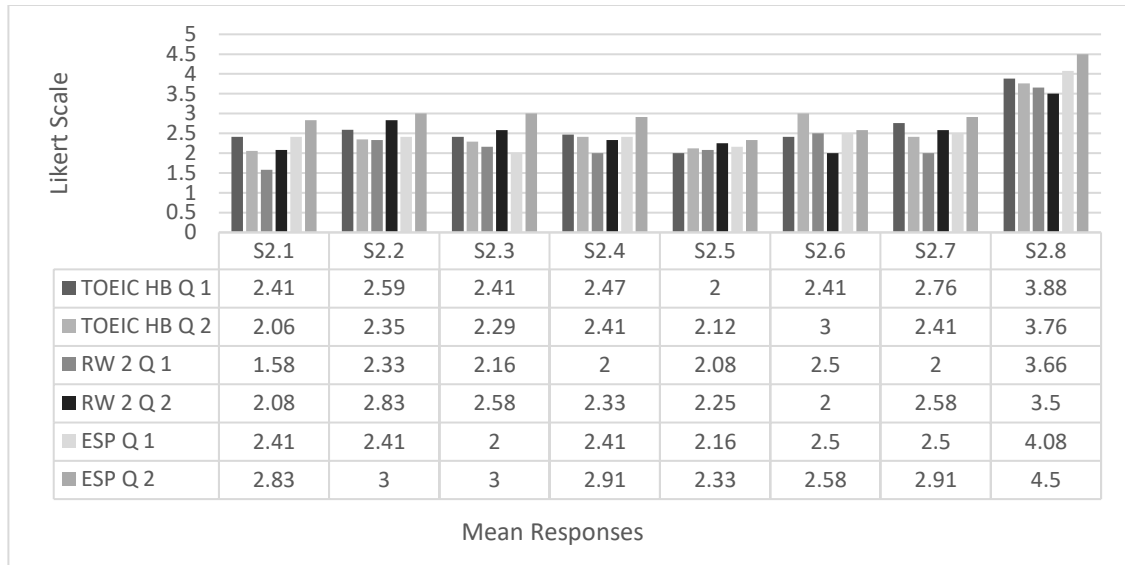


Figure 4.2. Tokai University classes: responses on ought-to-self.

Table 4.3 shows questionnaire statements for Section 3 of the questionnaires relating to the students` learning experience. The statements focused specifically on teaching pedagogies used in the teacher`s class and EFL classes the students had taken previously and how they influenced the students` ability to envision a future self-identity. There was a slight positive to negative change in responses between Questionnaire 1 and Questionnaire 2 for the TOEIC HB students in Section 3 but items S3.3 and S3.4 displayed the greatest positive to negative change (see Figure 4.3). Overall, the TOEIC HB students` responses implied that they did not feel teaching materials, learning activities or the teachers` demeanor in their past or in their current EFL classes supported their ability to envision themselves speaking English in the future. However, the students` responses to Section 3 statements were not statistically significant when compared in a paired *t*-test (as shown in Appendix V).

The RW2 students` responses to Section 3 were more negative by the end of the fall 2014 semester (see Figure 4.3). The teaching materials, learning activities or the teachers` demeanor did not support the RW2 students` ability to envision themselves using English in the future a result similar to the TOEIC HB class. While responses indicated that the RW2 students` overall learning experience with the teaching pedagogies did not positively influence their ability to envision a future self-identity

none of their responses in Section 3 showed a statistical significance when compared in a paired *t*-test (as shown in Appendix V).

Responses from the ESP students showed a greater positive shift between Questionnaire 1 and Questionnaire 2. The ESP students' responses generally reflected a positive perception of teaching materials, learning activities, the teacher's demeanor as well as the overall classroom environment in the class (see Figure 4.3). Results from quantitative data suggested the positive perception among the students supported a stronger ability to envision themselves as English speakers in the future. S3.3 was the only statement that tested significant in a paired *t*-test, Questionnaire 1 (M=3.17, SD=0.94) and Questionnaire 2 (M=3.75, SD=1.06), $t=11$. $p<0.0271$, which suggested that the teacher's demeanor was the most influential positive variable in the students' learning experience in the ESP class.

Table 4.3

Questionnaire Section 3(S3): Did learning materials/activities help you imagine using English in the future? (learning experience).

#	Questionnaire Statements
1	Teaching materials used in *past/most recent English classes helped me imagine myself using English in the future.
2	Learning activities used in *past/ most recent English classes helped me imagine myself using English in the future.
3	The instruction method teachers have used in *past/most recent English classes helped me imagine myself using English in the future.
4	My teachers in *past/most recent English classes created a classroom environment that allowed me to imagine myself as an English speaker in the future.
1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree *past class (Questionnaire 1) most recent class (Questionnaire 2)	

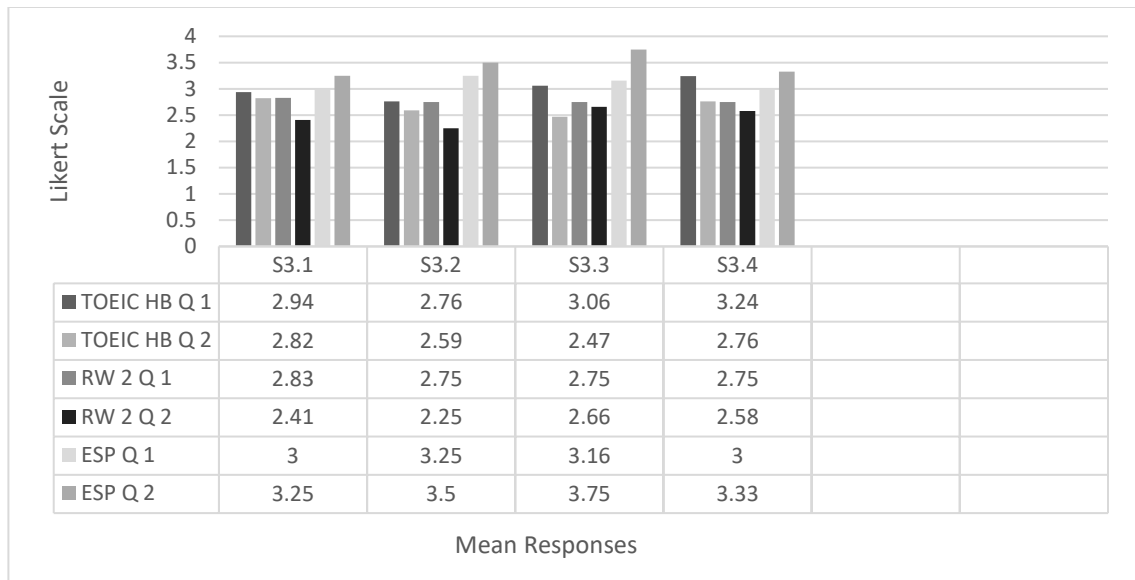


Figure 4.3. Tokai University classes: responses on learning experience.

Table 4.4 shows Section 4 statements focusing specifically on the students’ general opinions (attitudes) toward teaching pedagogies used in the teacher’s class and EFL classes they had taken previously. Responses from the TOEIC HB students were slightly negative in Questionnaire 2 compared to Questionnaire 1 (see Figure 4.4). Responses indicated that the TOEIC HB students generally had more negative attitudes toward the classroom environment in the teacher’s class than in EFL classes they had taken in previous semesters. The greatest difference between the questionnaires occurred in S4.2 and S4.3 but all items in this section were not found to be statistically significant when compared in a paired *t*-test (as shown in Appendix V).

In contrast to the TOEIC HB class the RW2 students’ responses showed a slight shift from negative to positive between the first questionnaire and the second questionnaire. The most significant change occurred in S4.1 and implies a more positive attitude among the students toward teaching materials in the class compared to previous EFL classes the students had taken. S4.4 was the only item in this section where responses shifted from positive to negative with the RW2 students but none of the items were found to be statistically significant in a paired *t*-test (as shown in Appendix V). The ESP students’ responses showed the most positive change of the three participant classes and indicated that they had a slightly more positive attitude toward the classroom

environment in this class compared to EFL classes they had taken previously. S4.3 showed the highest increase in positive response among the ESP students but none of the items proved to be significant in a paired *t*-test (as shown in Appendix V).

Table 4.4

Questionnaire Section 4(S4): What is your general opinion of the class? (attitudes)

#	Questionnaire Statement
1	I liked the teaching materials used in *past/most recent English classes
2	I liked learning activities used in *past/most recent English classes
3	I liked my teachers' instruction method in *past/most recent English classes
4	In general, I liked the classroom environment in *past/most recent English classes.
5	Teaching materials and learning activities used in *past/most recent English inspired me to use English as much as I can in the future.

1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree
 *past EFL class (Questionnaire 1) most recent EFL class (Questionnaire 2)

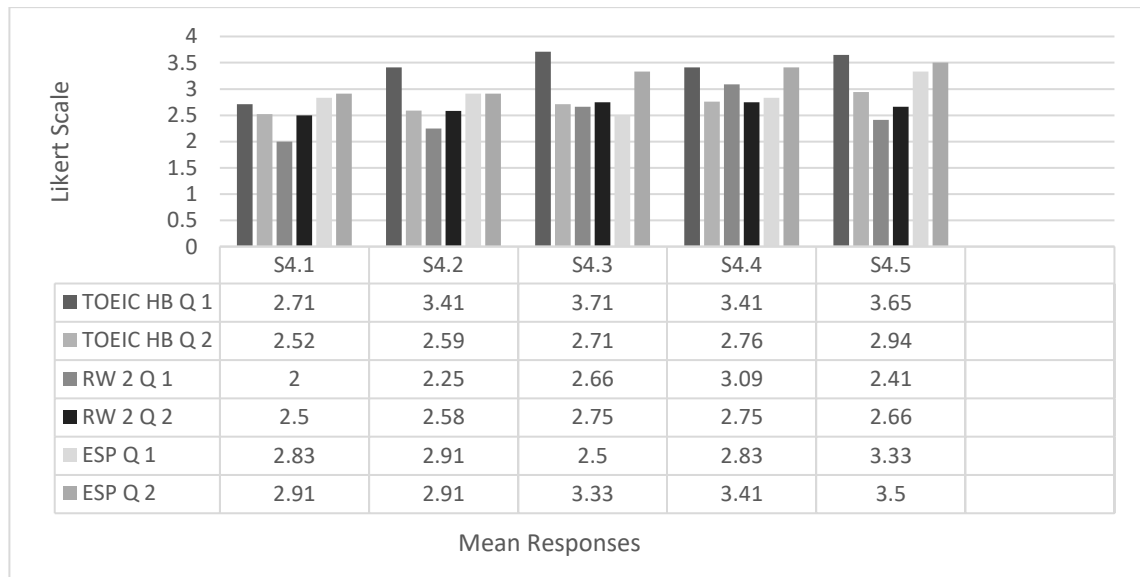


Figure 4.4. Tokai University classes: responses on attitudes toward the class.

4.2.5 Interview Responses

Interviews were conducted with randomly selected participants (n=4) from each of the teacher's classes at the end of the fall 2014 semester following the second questionnaire. Interview questions were asked in English (as shown in Appendix E) with students reading the Japanese version of the Student Interview Question Form (as shown in Appendix F). The description of responses is based on Interview Transcripts Study 1 (as shown in Appendix Q) and Study 1 Interview Responses Summary (as shown in Appendix S).

4.2.5.1 TOEIC HB

Overall, responses to Interview Question 3 (as shown in Appendix E) from the TOEIC HB interviewees (as shown in Appendix Q and Appendix S) were generally positive. Positive responses showed three out of four interviewees saw teaching materials and learning activities in their class as helpful for envisioning themselves communicating with native English speakers in the future. Positive responses that included: “I talked with many people, I listen to native speakers’ English.”; “Native speaker talk.”; and “Made me want to speak to people from different countries” indicated a willingness on the part of the students to communicate based on teaching pedagogies used in the class. One student responded negatively; “Couldn’t imagine when I’m going to use English in future, this is the TOEIC class this class’s purpose is to take the TOEIC’s point more good it can’t imagine the English speaking.” This response indicated the student would prefer more TOEIC practice in class and suggested a relation between language utility and future self identity for this student. The student’s response indicated the homestay component of the course had a negative impact on his ability to envision himself communicating in English in the future due to a lack of perceived language utility.

The TOEIC HB responses to Interview Question 4 (as shown in Appendix E) further indicated that teaching pedagogies inspired three out of four of the interviewees to speak and practice English outside the classroom and encouraged them to communicate with native English speakers. However, a negative response from one student indicated a preference for using ‘original English’ as opposed to English from a textbook; “I don’t want to speak English because it’s only the text written speech so there’s no originality. If I use English, I want to speak English in my opinion.” In other words, the student would rather use their own words in English to express their opinion rather than repeated phrases from the class textbook. In general, interview responses to Interview Questions 3 and 4 from TOEIC HB interviewees revealed that teaching materials and learning activities implemented by the teacher in class had an overall positive effect on their orientation related to English study for three out of 4 of the interviewees. Group work and general practice speaking English were indicated as preferences for all interviewees in the TOEIC HB class.

Three out of four TOEIC HB interviewees indicated in their responses (as shown in Appendix Q and Appendix S) to Interview Question 8 (as shown in Appendix E) an improvement in their ability to see themselves as English speakers in the future after taking the class. One student stated that her attitude toward participating in class improved; “it is easy because my attitude to participate better in class is more visible compared to before.” Two other students noted an improved speaking ability that suggested a connection between their improved skill level and their ability to envision a future self-identity; “Because I have improved.”; “I able to be speaking English”. A change in plans related to speaking and using English in the future was expressed in responses to Interview Question 9 (as shown in Appendix Q and Appendix S) for three out of four interviewees following the fall 2014 semester. One interviewee in the TOEIC HB class pointed out that his attitude toward English had changed; “I never really paid attention to English but after taking this course, my awareness towards English has changed and now it’s been changed to where I will try to focus on studying English as much as I can.” Two students expressed an increased interest in participating in a homestay program or travelling abroad following the completion of the class: “I want to go homestay.”; “I think I want to go abroad.” Although one TOEIC HB interviewee stated no change in his plans and did not intend to use English after six months, a three out of the four interviewees responded positively toward the teaching pedagogies that involved American homestay activities.

Out of the four TOEIC HB who were interviewed two said that they felt some of the teaching materials were helpful in achieving EFL study goals suggested by peers, teachers or relatives (ought-to-self): “It was helpful to watch DVD of conversations with foreigners in a study abroad setting.”; “The teaching materials used in class were good.” These two students’ responses to Interview Question 6 (as shown in Appendix Q and Appendix S) suggested that teaching pedagogies used in the TOEIC HB class influenced their ought-to-self in a positive way. Conversely, one of the students indicated that there was not enough TOEIC practice in the class; “This class wasn’t useful because my purpose of I take this class is get the TOEIC good score but there are few TOEIC practice.” This student did not see the language utility in the U.S. homestay activities, so he did not feel that those activities helped him achieve either his own EFL study goals or

EFL study goals suggested by others. Another student stated the class did not give her purpose which points to a lack of language utility related to the ought-to-self.

Two of the four TOEIC HB interviewees in their responses to Interview Question 4 (as shown in Appendix Q and Appendix S) preferred the textbook DVD as they felt it improved their comprehension as well as provided a variety of native English speaker input: “We can listen to native speakers’ English.”; “I could hear native English speakers and it helped me improve my skills.” The other two TOEIC HB interviewees preferred TOEIC handouts that were distributed in class. They suggested that this type of material contributed to the improvement of their TOEIC score which signified a positive connection to language utility. Three out of four interviewees in their responses to Interview Question 2 (as shown in Appendix Q and Appendix S) expressed a preference for group work and role plays. According to their responses, the main reason for their group and role play preference was the ability to practice autonomous thinking along with the chance to share opinions with group members. One student valued the opportunity to communicate in English with people from different countries as there were a small number of international students in this class; “I talked to many people and many different country people.” This type of interaction suggested that a certain degree of personal interaction with other English L2 speakers was an important positive stimulant for this student and had a correlation to a more positive attitude.

There were mainly positive responses to the teacher’s teaching methodologies and demeanor in the TOEIC HB classroom. The interviewees’ responses (as shown in Appendix Q and Appendix S) to Interview Question 5 indicated that activities such as group work encouraged them communicate with their classmates in English: “This class is almost group works so I can talk with in English native speakers.”; “Not working alone but forming groups elicited motivation from each one of us.” These responses showed that the teacher’s approach had a positive impact on the interviewee’ attitude toward English study which in turn enhanced their learning experience. One interviewee revealed in her response (as shown in Appendix Q and Appendix S) to Interview Question 9 that she was more actively engaged in English study following the completion of this class which led to a more visible plan for utilizing English in the

future, “My future plan has been more visible so my awareness towards English has changed.”. Interview responses from the TOEIC HB interviewees generally showed a more positive attitude toward study as well as a clearer plan for the future use of English following the fall 2014 semester class as indicated by one TOEIC HB interviewee; “my future plan has been more visible so my awareness towards English has changed.”

4.2.5.2 Reading and Writing 2

The RW2 interviewees’ responses to Interview Question 3 (as shown in Appendix Q and Appendix S) indicated that teaching materials and learning activities created an opportunity for them to envision an ideal-self and see themselves using English in the future; “Because we were speaking English in class, it was easier for me to see myself speaking it in the future.” The responses were positive for all four of the RW2 interviewees and signified that speaking English in pairs or groups produced a stronger ability to envision a self-identity through the concept of an ideal-self. One interviewee said; “group work, speaking about the things that happened that day or expressing opinions seemed helpful for the future.” However, the interviewees unanimously agreed in response to Interview Question 4 (as shown in Appendix Q and Appendix S) that teaching materials and learning activities did not provide them with the motivation to speak English with friends or native speakers outside the classroom: “There aren’t many native English speakers around me and my friends, so once we step out of the classroom, I didn’t have many chances to speak English. So, not so often,”; “I only have Japanese friends, so I didn’t have opportunities to speak English.”

The RW2 interviewees cited few opportunities to speak English outside the classroom with native English speakers due mainly to a lack of availability and noted that it was difficult to practice English with their Japanese friends who did not speak English. One student stated: “There were times we spoke Japanese in class, so it didn’t lead me to think I needed to practice English aggressively.” This response indicated an over use of the L1 by the students in the classroom environment gave them the impression that it was not necessary to engage in English conversation practice outside the classroom. The teacher did not strictly enforce an English only policy in the class and this seemed to correlate with lower motivation levels for English study among the students. The over

use of the L1 by the students also led to less potential for the students to develop their future self-identity through the construct of the ideal- self.

Responses to Interview Question 7 (as shown in Appendix Q and Appendix S) indicated the RW2 class did not provide a positive influence on orientation for all the students. Two of the interviewees stated they did not feel their goals could be met in the class. One cited a lack of comprehension and the ability to provide adequate output as detrimental to goal achievement; “I couldn't achieve my goal, there were times I couldn't comprehend or speak in class.” Another stated; “I couldn't achieve my goal, but I gained awareness to speak better after taking this class, so it was good.” On the other hand, two of the interviewees' positive responses indicated the writing component of the RW2 class was beneficial in creating a path to achieving their goals. According to these two interviewees certain points about English writing skills raised by the teacher were applied to the improvement of their speaking skills resulting in a positive influence on orientation; “I wasn't confident to start speaking until I thought through what I wanted to say in my head first. But my teacher in writing class said I should say what I want to say and give reasons after that and also, he gave us useful phrases, so I could use them in speaking class. So, I was able to achieve my goal of speaking English as much as I can.” All four of the RW2 interviewees' responses to Interview Question 8 (as shown in Appendix Q and Appendix S) showed that it was easier for them to envision themselves utilizing English in the future after taking the class.

For example, one interviewee suggested that key words and phrases provided by the teacher enabled them to remember English sentences more easily; “I think it is easier to see myself as an English speaker the teacher gave us key words and phrases opening sentences popped in my head more smoothly.” Three out of the four interviewees indicated through their responses to Interview Question 10 (as shown in Appendix Q and Appendix S) that their plans regarding speaking and using English in the future have changed. One student said they would speak English more in class if they focused their study on vocabulary; “Easier to speak if we remember more phrases. I started to study vocabulary and idioms because I found myself not being able to speak up in class because of my limited vocabulary.” A second RW2 interviewee stated that the class

made them realize the importance of English in their future; “After taking the class, it made me think knowing English is useful and it can affect my career. I should plan things so that is a change for me.”

A third interviewee added that they wanted to travel overseas but the class showed them the need to pursue English study if they want to achieve this goal; “I wanted to take a trip overseas but now I realized I wouldn’t be able to pick up what’s said if I did nothing beyond what I am doing now. There has been a change in my plans and now my plans are to study English more.” For each of these interviewees there was some indication that the teaching pedagogies provided some incentive to change or pursue their plans for studying English.

Interview responses to Question 6 (as shown in Appendix Q and Appendix S) showed that a focus on writing skills, the teacher’s use of English during lectures, speaking and listening to English in groups were influential variables that related to their ought-to-self. One interviewee noted; “In writing class, because the teacher corrected and graded what we wrote about daily events and acknowledged our effort. It was helpful in setting up a goal to be able to speak English well in the future.” A second student revealed; “The teacher uses only English so that made me listen carefully and look the eyes of the speaker when listening. So, it acted as a good experience to set up a goal to speak English well now as well as in the future.” A third said; “I had to speak English and listen to English, so I could set up a goal to listen and remember English.” The fourth student offered a similar opinion, “I really paid attention to things said in English and I managed to set up a goal to speak English in the future. So, it was good. Although I couldn’t achieve the goal, I was able to set up a goal for the future, so it was a good thing.” These responses revealed that the students perceived the teaching pedagogies used in the RW2 class as useful for their future use of English based on suggestions they received from others. The responses also reflected a recognition of language utility as outlined by Bartram (2010) on the part of the students that connected with their goals for EFL study, including improved speaking ability.

The teaching materials and learning activities used in the RW2 class also received favourable responses from interviewees in their responses to Interview Question 1 (as shown in Appendix Q and Appendix S). Two interviewees stated their preference for the North-Star 1B Reading and Writing text (Beaumont, 2009) because of accompanying pictures and text material that were familiar to them and made it easier for them to imagine the story. One student stated; “Easy to understand because they had drawings to go along with the story and the stories were well written,” while another responded; “What was written in the textbooks were all familiar, so it was easy to imagine the story.” A third interviewee indicated a preference for handouts that were sometimes provided by the teacher as supplementary material; “It was easy to file so I could review them at a later date.” The interviewees’ responses to Interview Question 2 (as shown in Appendix Q and Appendix S) which related to learning activities unanimously indicated a preference for communicating with their classmates and sharing opinions with each other in a group or pair work situation. Exchanging opinions with partners or group members was the most common response; “I could converse and hear so many different opinions. It was fun because they were different from mine and it wasn’t just one different opinion but 2 or 3 different ones.”; “It was good because I could hear opinions of others.”; “It was more comfortable in a group”; “I could hear what others were thinking and since there weren’t many chances to get to know each other it acted as an opportunity to speak in a group.” These responses however were contrasted by low participation rates among the students in group or pair work as observed by the teacher during classroom observation (as shown in Appendix P).

Three out of four of the RW2 interviewees’ responses to Interview Question 5 (as shown in Appendix Q and Appendix S) that related to the methodology of the teacher were negative. The students felt some aspects of the teachers’ methodology utilized in the classroom minimized their participation level in the classroom; “I didn’t understand English very well and at times, I didn’t understand my teacher. So that hindered me from participating in class despite my desire to take part in class.”; “Since explanations were given in English, I tried to pay attention to understand what was said. But if I couldn’t understand, I wasn’t able to participate actively in class.”; “The teacher just sat in the class and even when he came around, he wasn’t checking if we understood

everything. So, I think it would have been easier for us to ask questions if he was closer to us.” Conversely, in the lone positive response one interviewee stated the fact that the teacher did not use Japanese in the classroom forced them to pay more attention in class and infer meaning of new vocabulary in context; “The teacher didn’t use Japanese, we had to pay extra attention to understand and guess the meaning of new words based on the words we understood.”

Overall, the RW2 interviewees in their responses to Interview Question 9 (as shown in Appendix S and Appendix Q) noted a change in their attitudes toward EFL study during the semester. One student stated; “There were times I couldn’t understand real English, it made me want to understand it better. My attitude toward English has changed.”; “The teacher explained everything in English and I wanted to pick up better.”; “I am more motivated in learning English compared to the past.” One interviewee gave a negative response but added that their attitude toward English study had not changed; “... because I’ve always liked studying it.” This response indicated that the teaching pedagogies employed by the teacher in the classroom maintained at least one student’s already positive attitude toward English study.

4.2.5.3 English for Special Purposes

All the ESP students who were interviewed admitted that English is an important language for them and the teacher’s class contributed to their ability to envision using English in some capacity in the future. These interview responses closely reflected ESP class questionnaire responses to Section 1 of Questionnaire 2 pertaining to the ideal-self. One interviewee responded; “English is not my forte, but I feel it’s improved, and this class made me realize I need to study harder, so I can apply my skills in the future. This class was useful for my future-self.” The student further stated that teaching materials and learning activities contributed to their aspiration to communicate in English with English speakers outside the classroom.

One ESP interviewee in his response to Interview Question 4 (as shown in Appendix Q and Appendix S) made a connection between the improvement of his pronunciation skills and group and pair work in the classroom; “I think so because my English is not

so good so especially pronunciation. So, when you play activity, group activity, it is good chance for practice pronunciation.” This response indicates a perceived connection between improved pronunciation skills attained through group and pair work and increased opportunity to communicate with English speakers. Two interviewees expressed interest in communicating with English teachers, assistant language teachers and international students outside of class. One interviewee responded as follows: “When I met an English teacher in school... when I met him, I tried to speak English as much as I could. So that made me think I want to improve my English to be able to communicate with my English teachers.” Another stated; “I know international students and ALT teachers mean opportunities to practice my English, so I practiced it as much as I could.” Interview responses from the ESP interviewees also showed that the role of the teacher made a significant positive contribution toward their orientation.

Three of the four ESP interviewees stated in their responses to Interview Question 7 (as shown in Appendix Q and Appendix S) that the teacher was instrumental in helping with their goal of becoming a successful English speaker. One explained: “When I talk with teacher, if I mistake for example, sentence or pronunciation, teacher teach me about the mistake point. So, it is very, very important for me.” A second interviewee replied; “The class was helpful because teacher corrected my written English and gave me advice by explaining how certain things are used,” and a third said, “I know my English skills have definitely improved this class has been useful with my goal to acquire English skills. I have absorbed everything the teacher has answered to my questions, so yes, it’s been helpful.” However, the teacher’s positive effect on the interviewees’ orientation did not always translate into an increased ability to envision a future self identity for all the students.

One ESP interviewee mentioned in her response to Interview Question 8 (as shown in Appendix Q and Appendix S) a noticeable gap between herself and higher-level English speakers outside of class: “Even though I am studying English the best I can, there are far more people that can speak English better than me outside the class. So, I’ve noticed the gap and it makes me think that English hasn’t gotten easier for me.” Another interviewee noted; “My English has improved since middle school and high school. But

I still cannot picture myself speaking English in the future, so I should study harder, so I can envision myself doing so.” Both interviewees’ responses revealed a lack of correlation between a perceived improvement in their speaking ability and envisioning a future self-identity. The first interviewee attributed her lack of vision to a lack of confidence in speaking ability when engaging with or comparing herself to other English speakers, a trait closely related to language anxiety. The second interviewee acknowledged an improvement in speaking skills but not a clear vision and suggested it was related to a lack of self study and not necessarily to the classroom environment. While the ability to envision a future self-identity was not clear for all the ESP interviewees the teaching pedagogies did have a positive effect on the interviewees’ future plans for using English.

The ESP interviewees’ responses (as shown in Appendix Q and Appendix S) were generally positive to Interview Question 10 and suggested that the teacher’s class had some positive effect on their plans for using English in the future. One student said; “I couldn’t picture myself using English before. But my English has improved compared to before, so I have begun to see myself speaking English more and more. In that sense, it has changed.” The other three ESP interviewees indicated teaching pedagogies used in their class affected their present and future plans for using English: “I’m in university and learning more English than before. I started to think I want to do something that uses English in the future to apply what I am learning.”; “I hated the idea of taking TOEIC before but I have changed and now think I should take the tests for my future.”; “It changed in the sense that I begun to think I need to start planning to get English certificates for my future.” The interviewees did not specifically mention an improved ability to envision a future self-identity but inferred a connection between an improvement in English skills with an improved ability to envision a future self-identity. This encouraged the ESP interviewees to change their plans for studying and using English in the present as well as the future. Responses such as these were also prominent when the students responded to interview questions that relate to the construct of the ought-to-self.

The ESP interviewee's responses (as shown in Appendix Q and Appendix S) to Question 6 suggested that the teaching pedagogies employed by the teacher allowed the students the opportunity to achieve goals that others have suggested to become a successful English speaker in the future. Goals some of the interviewees felt they ought to possess to become a successful English speaker included the ability to express themselves; "...this class offered many activities to encourage us to express ourselves to others so I feel in that aspect, it was helpful for me," Two other ESP interviewees stated the importance of English and the need to study it for their future: "English is very important and we will use it more as time goes by so I want to continue studying English while applying what I learn in classes like this one."; "English is clearly something we will need, so I will apply what I learn in class. I know what teachers do is for us to improve our English so yes, it will be helpful." The ESP interviewees' responses to questions regarding the ought-to-self suggested that at some point the goals that they expressed were recommended to them by others as ones they should achieve if they wanted to be successful in their English study. The interviewees' responses to interview questions relating to the teaching pedagogies gives an indication of the ones that they felt had the highest degree of language utility in with respect to orientation.

Both print and audiovisual teaching materials were preferred by the ESP interviewees. Two interviewees indicated a preference for the textbook DVD and related activities one stated; "I like documentary movie because I cannot speak English. Well... I don't know how to say "easy." The response showed that this interviewee perceived the level of difficulty as low for these materials which correlated with their increased interest in the unit topic. The other two interviewees showed a preference for print materials such as a crossword puzzle which was based on vocabulary from class assignments and the class textbook; "I don't like English, but it was fun." This response suggests that this activity had the potential to increase the interviewee's interest in English. The interviewee who preferred the textbook said he learned more about the definition of a gateway city; "I don't know the detail about gateway city but through this unit I understand about gateway city." This response indicated an increased level of comprehension and interest on the part of the interviewee in the Unit 1 topic from the ESP class textbook.

The ESP interviewees indicated an overwhelming preference for group and pair work with comments such as: “A chance to speak English and try speak English.”; “It was fun and make poster together.”; “It was fun.”; “Communication skills and it was fun.” These responses showed that the interviewees felt group and pair work were an efficient way to improve their English communication skills in an enjoyable way. In addition, all the interviewees felt the demeanor of the teacher and the methodology used in the classroom encouraged them to participate actively in class activities. The teacher did not use L1 (Japanese) in class therefore the interviewees felt this helped improve their English skills because it forced them to respond only in English.

The teacher strictly enforced an ‘English only’ policy in the classroom which encouraged students to communicate in English with classmates during group work. This produced a notable increase in their class participation as indicated in interviewees’ responses to Interview Question 5 (as shown in Appendix Q and Appendix S): “I like teacher can’t speak Japanese, so every student has to respond in English. This is good chance for practice English. Speak English.”; “We only speak English this class. We speak detail I like speak detail, so we understand easy and fun.”; “In settings like group work, I could communicate with my classmates in English. So that led me to strive better.”; “I had opportunities to use English in group work and answer my teacher’s questions in English. So that enabled me to participate in class actively”.

Overall, the classroom environment in the teacher’s ESP class brought about a change in attitude toward studying English for all interviewees. The change in attitude is reflected in responses to Interview Question 9 (as shown in Appendix Q and Appendix S) such as: “When I was in junior high school, high school, then I studied English for test but now I study for myself, for my future.”; “After taking this class, my opinion has really changed. I started to want to explain my feelings in English better. I am able to express things in details in English. So, I have a higher level of consciousness toward English.”; “I was pessimistic at my English because I wasn’t good at it at all at first but through taking this class, I begun to be aware of the necessity to speak English. So now my attitude toward English has changed.” Through their interview and questionnaire responses the ESP students showed the most positive changes in their attitudes toward

studying English among the teacher's three classes during the fall 2014 semester and this correlated with some ability on their part to envision a future self identity.

4.3 Study 2

4.3.1 English I Conversation Observation

Teaching materials consisted mainly of notes written on the whiteboard. The teacher conducted four main learning activities that focused specifically on speaking and listening comprehension. The first learning activity was a structural group activity which focused on pronunciation. The student groups chose a letter, wrote as many words as they could think of that began with the letter and then read the words to the class. This was followed by a listen and repeat exercise conducted by the teacher. The students displayed a positive reaction to this activity and used English extensively during preparation.

The second learning activity was a task-based role play conducted in groups. The students were allowed preparation time and all groups displayed a high level of group interaction while prepping for this activity. Role-plays were then conducted in front of the class and the students seemed to enjoy creating and presenting them as well as watching other groups present their role plays. Role plays were followed by a task-based speaking activity where the entire class formed a circle, one student started a sentence and other students finished the sentence. This activity produced a high level of participation from the students, gave them the opportunity to produce output and focus on their pronunciation skills. The students also seemed to enjoy this activity.

The teacher ended the class with a singing activity using the Queen song "We Will Rock You", this was a structural listen and repeat exercise and gave the students additional pronunciation practice. The final activity was a task-based 20 question exercise. The teacher started the exercise giving clues and asking the students to guess her character, the student who guessed right continued and asked the other students to guess his or her character. Both of the final learning activities produced high levels of participation among the students. During all activities the teacher displayed a good demeanor and was well received by the students.

4.3.2 Speech Communication Observation

This class was designed primarily to elicit English output from the students. The class incorporated research-based activities such as field trips where the students conducted surveys in English and did oral presentations based on learned vocabulary. In the observed class the students engaged in library research for oral presentations which were to be presented in a future class. Teaching materials utilized in this class included websites and library books which the students used as resources for their research. Presentations were instructional in nature and explained how to do different types of tasks for example, playing poker, visiting a Japanese temple or cooking. The students used the available library resources to find material that would help them explain the task. The students worked in pairs and the researcher observed a high level of interaction between partners as they carried out their research. The students seemed to enjoy and were thoroughly engaged in the activity. The teacher interacted with several pairs of students assisting them with different aspects of the task as well as providing them with advice on English grammar and vocabulary points for their presentations. The teacher maintained a good demeanor with the students when assisting them with their presentation research.

4.3.3 English II Reading and Writing Observation

The teacher used a variety of teaching materials such as notes on the white board, computer-based material consisting of a video, a game and class activities based on the novel *Big Fish* (Wallace, 1999). The class started with a review of literary devices that consisted of a student-centered task-based activity where the students listed vocabulary associated with literary devices. The students discussed their lists within their groups before the class was brought together to share and discuss the use of literary devices. This activity allowed the students to develop their speaking and listening skills in a content-based format. The students demonstrated a high level of participation during this activity, high levels of interaction between group members and good responses in English to the teacher's questions. The second activity used a computer video that was comprised of various clips from different Disney movies. The students were asked to identify the literary device used in each clip, this activity provided the students with

input and output in English. The students responded well and seemed to enjoy the video clips and accompanying activity.

The third activity utilized computer-based teaching materials with a computer-based game that had the student teams identify different types of literary devices. This activity also elicited good responses from the students. Points were awarded to teams for each answer given in the first three learning activities which provided additional motivation for the students to actively participate in the class. The final two learning activities were conducted with the students in groups. First, the students worked in groups on short answer questions and summaries of various chapters from the novel *Big Fish* (Wallace, 1999) then the groups were brought together for a class discussion. The groups displayed a high level of interaction during the group work phase and the students responded very well to the teacher during class discussion. The teacher spoke clearly and seemed to have a good connection with the students. Generally, the students responded well to the teacher's pedagogical approach in this class.

4.3.4 American and Hawaiian Culture Observation

This class was designed primarily to develop listening and speaking skills in a content-based format focusing on western (Hawaiian/American) culture. The teacher took a slightly different pedagogical approach from teachers in the other three classes. The teaching materials used during the observed class were notes on the white board, cones, a basketball and chairs. The class began with the teacher briefing the students on procedure for an outdoor learning activity and the students listened attentively. An interesting feature of this teacher-centered activity was that the teacher asked the students to memorize the instructions without taking notes which is a useful exercise for developing listening comprehension skills.

Following classroom instructions, the class moved outside the HTIC building where the students were instructed to help set up the outdoor activity and were asked to repeat the directions given by the teacher. The outdoor activity was a student-centered exercise focusing on input and output and designed to develop overall communication skills. The students worked in pairs or groups of three one or two partners gave verbal commands

to another partner who was blindfolded to help them navigate through the course (cones) and shoot a basketball at the net. According to the teacher this exercise gave the students basic practice in English while teaching leadership skills the students responded well to the exercise with high levels of participation and English output with little or no Japanese. Following the outdoor activity, the students moved back to the classroom where the teacher conducted a question and answer session and asked the students to summarize the activity by focusing on what they learned from it. Most of the students said they learned trust between followers and leaders some of the students noted that it was sometimes difficult to give as well as follow instructions in English therefore they learned the importance of cooperation. The class finished with a learning activity that gave the students the opportunity to ask the teacher questions about the outdoor activity they just completed the students responded well with some interesting questions. Overall, the students responded well in this class and seemed to genuinely enjoy the outdoor activities, the teacher spoke clearly and had a good demeanor and rapport with the students.

4.3.5 Questionnaire 1 and Questionnaire 2 Responses

Study 2 consisted of four student participants which made the quantitative data less significant compared to quantitative data in Study 1. However, it is the contention of the researcher that examining differences or similarities in quantitative data no matter how limited augments qualitative data and provides for a more complete analysis. Questionnaire 1 was conducted in January 2015 at the end of the fall 2014 semester at Tokai University in Japan and Questionnaire 2 was conducted at HTIC in Honolulu Hawaii USA two weeks into the study abroad program in March 2015.

Table 4.5 shows the statements from Section 1 of the questionnaires Section 1. The most noticeable differences in responses between the two questionnaires were in items S1.4 and S1.5 (see Figure 4.5). This indicated a stronger negative influence of teaching pedagogies on the students' ability to envision themselves studying English overseas or speaking English like a native speaker in the future after 2 weeks in the study abroad program. However, none of these items showed a statistical difference when compared in a paired *t*-test (as shown in Appendix W).

Table 4.5

Questionnaire Section 1(S1): How do you see yourself using English in the future? (ideal-self)

#	Questionnaire Statements
1	I see myself living abroad (in an English-speaking country) and speaking in English with native speakers.
2	When I think of my future career I see myself using English.
3	I can see myself travelling in foreign countries and using English to communicate with foreigners.
4	I can see myself studying at a university overseas where all my courses are taught in English.
5	In the future I can see myself speaking English as if I were a native speaker.
6	In the future I see myself as someone who is able to speak English in different situations.
7	The plans I have for the future require me to use English.

1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree
***Tokai class (Questionnaire 1) HTIC class (Questionnaire 2)**

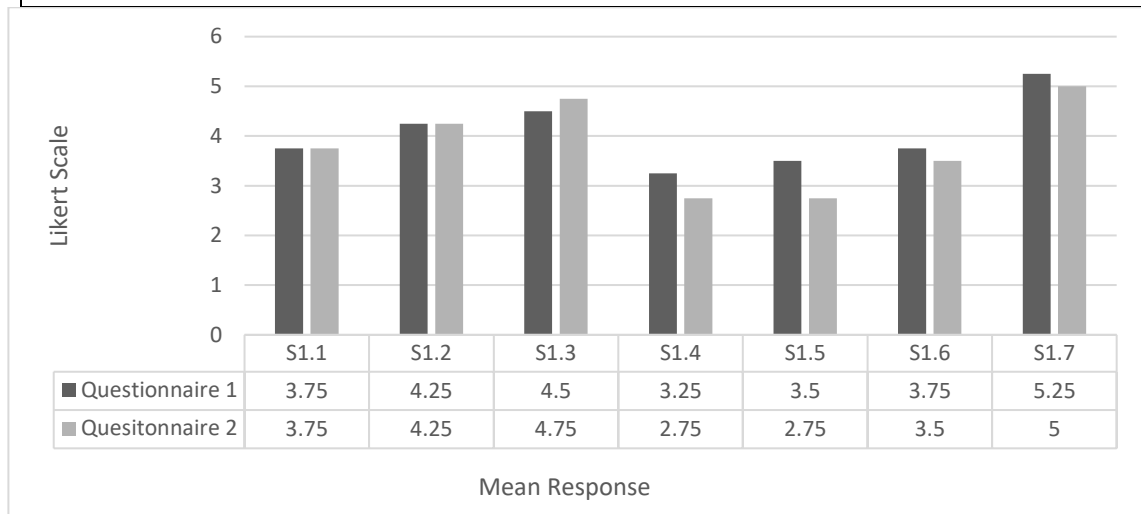


Figure 4.5. HTIC classes: responses on ideal-self.

Table 4.6 shows statements from Section 2 of the questionnaires. The greatest variance in Section 2 items occurred in S2.4, S2.6, S2.7 and S2.8. The students’ responses to S2.4 and S2.8 were more positive in the second questionnaire and their responses to S2.6 and S2.7 were more negative (see Figure 4.6). The differences in responses for S2.4 and S2.8 indicated the students gave more consideration to the opinions of others regarding what they ought to do or avoid doing to become a successful English speaker during the study abroad program at HTIC. The difference in responses for S2.6 and S2.7 indicated the overall education value of English and the respect the students could get from their peers for speaking English may have become less important for them after studying abroad for a period of time. However, none of the Section 2 items tested statistically significant when compared in a paired *t-test* (as shown in Appendix W).

Table 4.6

Questionnaire Section 2(S2): How do others influence your English study? (ought-to-self)

#	Questionnaire Statements
1	I study English because close friends of mine think it's important.
2	I consider learning English important because the people I respect think I should do it.
3	If I fail to learn English, I'll be letting other people down.
4	Studying English is important to me in order to gain the approval of my peers/teachers/family.
5	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
6	I must study English to be an educated person.
7	Studying English is important to me because other people will respect me more if I have knowledge of English.
8	It will have a negative impact on my life if I don't learn English.

1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree
 *Tokai class (Questionnaire 1) HTIC class (Questionnaire 2)

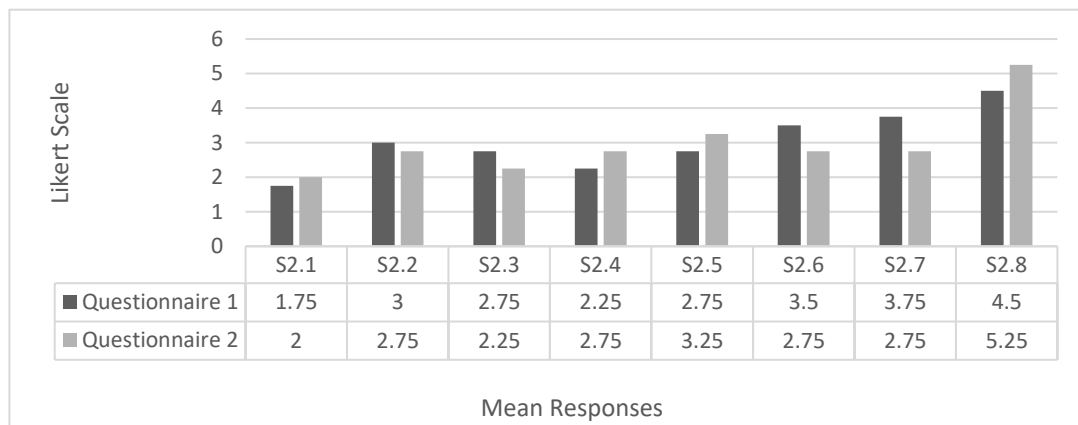


Figure 4.6. HTIC classes: responses on ought-to-self.

Table 4.7 shows statements for Section 3 of the questionnaires. Items S3.1, S3.2 and S3.3 had more positive responses in the second questionnaire conducted during HTIC classes. Through their responses students indicated that teaching materials, learning activities and the instruction method in their HTIC classes were helpful for envisioning themselves using English in the future. However, the response to item S3.4 was more negative indicating the teaching pedagogies used in the students' Tokai University RW2 class rather than the ones used in their HTIC classes were more conducive in developing their ability to envision a future self-identity (see Figure 4.7). None of the items tested statistically significant when compared in a paired *t*-test (as shown in Appendix W).

Table 4.7

Questionnaire Section 3(S3): Did learning materials/activities help you imagine using English in the future? (learning experience)

#	Questionnaire Statements
1	Teaching materials used in *past/most recent English classes helped me imagine myself using English in the future.
2	Learning activities used in *past/ most recent English classes helped me imagine myself using English in the future.
3	The instruction method teachers have used in *past/most recent English classes helped me imagine myself using English in the future.
4	My teachers in *past/most recent English classes created a classroom environment that allowed me to imagine myself as an English speaker in the future.

1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree
***Tokai class (Questionnaire 1) HTIC class (Questionnaire 2)**

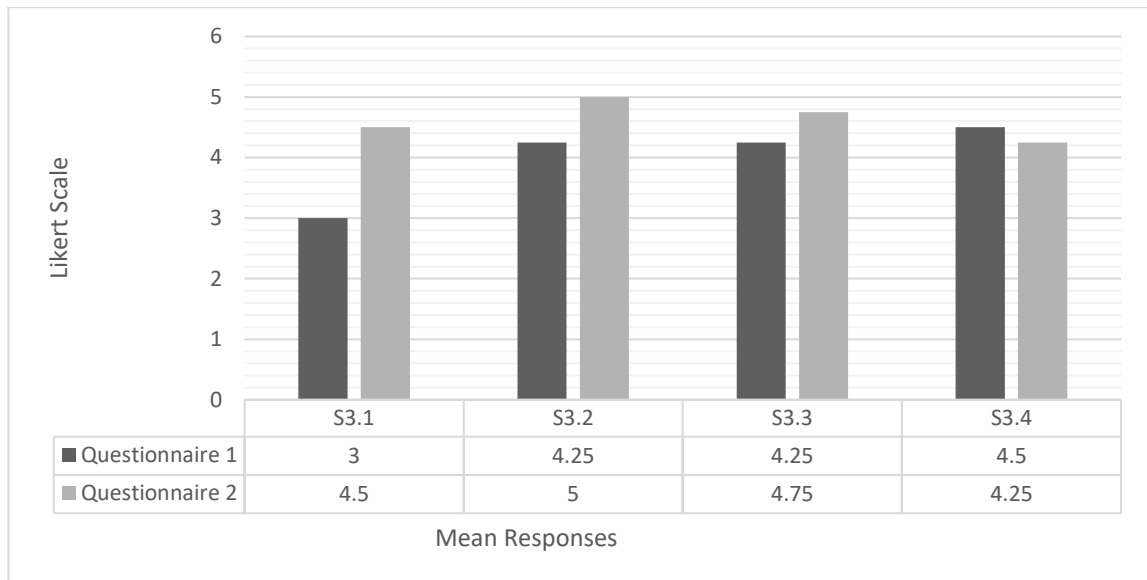


Figure 4.7. HTIC classes: responses on learning experience.

Table 4.8 shows statements from Section 4 of the questionnaires. All items show more positive responses in Questionnaire 2 when compared to Questionnaire 1. This result indicated a preference and more positive attitudes among the students to HTIC classes over the RW2 class at Tokai University. Responses in Questionnaire 2 suggested HTIC classes gave the students the inspiration to use English as much as possible in the future. The students' responses to statements S4.3 and S4.5 show the largest shift toward positive attitudes relating to the demeanor of HTIC teachers and the influence of the teaching pedagogies on the ability to envision a future self-identity compared to RW2 classes at Tokai University (see Figure 4.8). However, none of the section 4 statements proved statistically significant in a paired *t*-test (as shown in Appendix W).

Table 4.8

Questionnaire Section 4(S4): What is your general opinion of the class? (attitudes)

#	Questionnaire Statements
1	I liked the teaching materials used in *past/most recent English classes
2	I liked learning activities used in past/most recent English classes
3	I liked my teachers' instruction method in *past/most recent English classes
4	In general, I liked the classroom environment in *past/most recent English classes.
5	Teaching materials and learning activities used in *past/most recent English classes inspired me to use English as much as I can in the future.
1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree *Tokai class (Questionnaire 1) HTIC class (Questionnaire 2)	

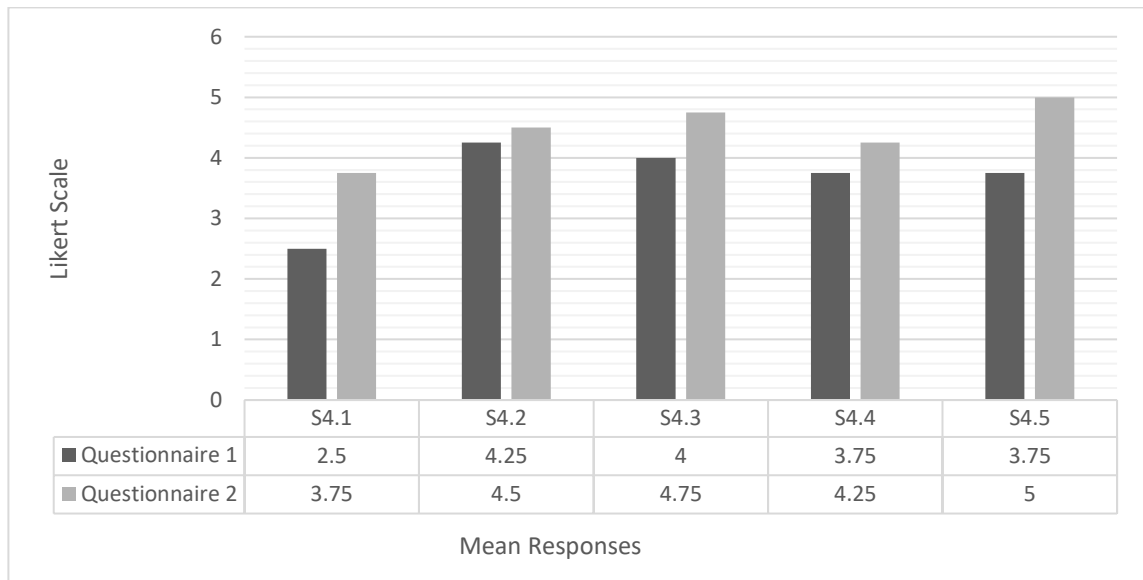


Figure 4.8. HTIC classes: responses on attitudes toward the class.

4.3.6 Interview 1 Responses

The first interview was conducted with the students at Tokai University in Japan in January 2015 at the end of the fall 2014 semester. The interview followed Questionnaire 1 and the students' Tokai University RW2 class but was prior to the commencement of the students' short-term study abroad program at HTIC. Interview questions were asked in English from the Student Interview Question Form (as shown in Appendix E) with students reading the Japanese version of the Student Interview Question Form (as shown in Appendix F). The description of responses is based on the Interview Transcripts Study 2 (as shown in Appendix R) and the Study 2 Interview 1 Responses Summary (as shown in Appendix T).

Three out of the four students' responses to Interview Question 3 indicated that some teaching materials and learning activities utilized in their RW2 class at Tokai University had a positive influence on their ability to envision a future self-identity particularly through the construct of an ideal-self. One student stated: "Good for my future because it is important to speak English in front of many people."; while another mentioned brainstorming as significant to developing their ideal-self; "Brainstorming, it will help like meeting." Although certain teaching pedagogies had positive influence, one student suggested that teaching materials and learning activities used in their class were detrimental to any development of a future ideal-self; "It's not interesting." The mainly positive influence of teaching pedagogies on the students' ideal-self did not correlate with their motivation to speak English outside the classroom based on responses from the first interview.

The students' responses to Interview Question 4 (as shown in Appendix R and Appendix T) showed three out of the four students were not motivated to speak English outside the classroom with friends or native English speakers. One student said; "My teacher is Japanese, and it is difficult to understand his English. I am a little disappointed". This response suggested that having a non-native English speaker (Japanese) as a teacher resulted in difficulties in English comprehension for this student which contributed to a lack of a WTC in English outside the classroom. Another student stated; "The top of the textbook is a little bit difficult." which indicated that using a difficult textbook in class related to a lack of motivation and possible language anxiety which affected this student's self efficacy. The third student stated that they actually spoke about class activities with friends outside of class; "I talk about this essay or other activities with my friends sometimes" but neglected to say whether they communicated in English or Japanese.

The one student who answered yes to Interview Question 4 talked about their part time job in a supermarket that is frequented by foreign English-speakers. The student noted that interaction with foreign English-speaking customers gave them the opportunity to speak with native or non-native English speakers outside the classroom; "I work part time job at supermarket so if foreign people come to store, I would speak them in

English.” It is not clear in the response whether the student’s motivation to communicate was also influenced in any way by the teaching pedagogies used in their RW2 class. It does indicate that the opportunity to interact with members of the TL community is related to a stronger ability to envision a future self-identity through the construct of an ideal-self for this student. Three out of the four students in their responses to Interview Question 7 (as shown in Appendix R and Appendix T) felt their Tokai University RW2 class did not produce a positive influence on their orientation for EFL study.

Reasons included difficult discussion themes: “Discussion themes are difficult”; an English L2 Japanese teacher; “My speaking skill improved but my teacher didn’t always speak in English”; and a class that was not suited to their English level; “I want to learn more difficult... I want more difficult class, but this class is a little easy for me.” The single positive response came from a student who stated that listening to different English accents and dialects was helpful for him in moving toward some of his English-speaking goals in the future; “I want to use to listen some accent or dialect and my teacher is from England.” This response showed a close proximity to TL speakers had the potential to affect his orientation in a positive way and produce a positive correlation with his ideal-self. While the teaching pedagogies in the Tokai RW2 class did not affect positive orientation for all the students there was some indication of an increased ability to envision a future self-identity through the construct of the ideal-self among some of the students.

Responses to Interview Question 8 (as shown in Appendix R and Appendix T) showed that two of the students could envision themselves speaking English in the future more clearly at the time of the interview than before their most recent Tokai University RW2 class. One student suggested the reason was the lower level of the class; “This class is a little easy, the class I had before was more difficult.” Through their response the same student inferred that the class was too easy to influence her orientation which indicated that in this student’s case goal achievement and the ability to envision a future self-identity through the construct of an ideal-self had no correlation. The second positive response stated; “One class I am talking in English only, so I’m used to speak in English”. This indicated that focusing on one English class contributed to the student’s

ability to envision a future self-identity through the construct of the ideal-self. A negative response from one of the students revealed a lack of preparation time for discussion activities may have limited their ability to envision a future self-identity through the construct of the ideal-self; “In third semester class we prepared to discussion activities but in this semester’s class, I didn’t have enough time to prepare.”

The students’ responses to Interview Question 6 (as shown in Appendix R and Appendix T) suggested that teaching pedagogies had minimal positive effect on the students’ ought-to-self. Interview responses supported the mainly negative questionnaire responses for Section 2 of Questionnaire 1 for Study 2 students. One student stated; “Maybe not, I want to be a good English speaker so I’m trying to speak English by copying what English speakers say”. This response indicated that the student may have been told by others that copying other English speakers is a task they should do to improve their English skills, but the student felt that this task did not support her in achieving goals or avoiding negative outcomes suggested by others for EFL study. A second student said; “No, so my teacher said, please study yourself. So, he didn’t help me,” indicating this pedagogical approach did not support him in achieving goals or avoiding negative outcomes suggested by others for English study. The two students who responded positively to Interview Question 6 suggested that a variety of difficult tasks performed during class were useful in achieving goals related to the ought-to-self. One student stated; “This class is difficult for me but because of it, I tried to do many things hard,” while the other students said: “I did a lot of things in this class and that is helps me in the future, so I think so.” These responses implied that at some point these students were told by others that they should engage in English learning tasks that are slightly above their level or to engage in a variety of English learning tasks to improve their English ability.

The positive impact of the Tokai RW2 class teaching pedagogies on the students’ overall English ability was minimal according to interview responses to Interview Question 6. However, responses to Interview Question 1 (as shown in Appendix R and Appendix T) showed a preference among the four students for teaching materials that promoted communication and cultural awareness of western culture. One student said;

“Quiz about Christmas or New Year or something. Because we can understand about other countries’ cultures and history”. Another stated; “Card game, when people question, or others quest me, anyone who get answer and get cards. I like communication”. A third student expressed interest in the grammar textbook; “grammar textbook, I improved my English skill.” The reading textbook was preferred by the fourth student, but he declined to give a reason for this choice. The positive responses to Interview Question 1 showed communication in English in conjunction with a cultural component during learning activities produced a more positive response from the students. This type of response was also prominent in responses to Interview Question 2.

Group and pair work were preferred by three out of four of the Study 2 students for the purposes of exchanging opinions, improving English communication skills and helping fellow students study and learn English. The students’ responses to Interview Question 2 (as shown in Appendix R and Appendix T) reflected this observation: “Group work, I like to someone speaking English his or her opinion.”; “Pair work, we can help each other and learn about learn English.”; “Pair work, I got along with them and improved communication skill. So, in my opinion, I’m good at like story, like showing each other.” One student preferred essay writing; “Essay writing, we wrote about metamorphosis, so my major is creative writing, so I enjoyed it.” The comments suggested that the students perceived a certain amount of language utility in various learning activities stemming mostly from the opportunity to communicate with others. While all the students reacted positively to the learning activities they offered negative perceptions of some of the teachers’ demeanor as it pertained to the opportunity to communicate.

Three out of four of students’ responses to Interview Question 5 (as shown in Appendix R and Appendix T) showed some of the teachers’ demeanor was not instrumental in motivating them to actively participate in class and communicate in English with their classmates. One student stated; “Sometimes discussion themes are too abstract, so we can know about this theme, so we can discuss about it.”; another added “My teacher didn’t teach me how.”; and a third replied “I’m speaking Japanese in this class so maybe it is difficult to speaking in English with Japanese students.” The lone positive response to Interview Question 5 indicated the teacher’s demeanor during the card game activity

did have a positive impact on the student's motivation; "Pair work and card game is always interesting." Despite slightly negative responses to some teachers' demeanor in the classroom most of the students indicated a positive change in their future plans for using English.

Three out of the four students stated in response to Interview Question 10 (as shown in Appendix R and Appendix T) their plans for speaking and using English in the future changed over the previous six months culminating at the end of the fall 2014 semester. One student said their focus on English reading and writing skills shifted to a focus on speaking skills; "I like writing or reading books, but I didn't want to speaking it before but recently I want to speak to other people more. So, I changed my mind"; Another student plans to study English more; "I have to study more"; and a third student started to watch American dramas to improve their English comprehension; "I started to watch American drama. Of course, they are good at speaking English so I'm trying to hear that." The one negative response showed the student was already majoring in English, so his plans did not change significantly. These responses signified teaching pedagogies used in the students' Tokai University RW2 class had no overall adverse effect on their orientation for English study and it was found to correlate with envisioning a self-identity through the construct of the ideal-self. The same result is evident in the students' attitudes toward English study in general.

All students stated a positive change in their attitude toward English study during the fall 2014 semester as revealed in their responses to Interview Question 9 (as shown in Appendix R and Appendix T). One student decided to take the study abroad program at HTIC; "I decided to go to Hawaii so I'm studying a little English to... Just reading some English books". Another student expressed an increased desire to use English; "I want to use English more than before"; and two others are now more motivated to take either the TOEIC or TOEFL test; "I took a TOEIC and TOEFL test so I studied hard."; "6 months ago, I avoided to have TOEIC test but now I want to have TOEIC test."

According to interview responses in the first interview some teaching pedagogies used in the students' Tokai University RW2 classes produced positive attitudes, motivation

and orientation. These responses were related to the influence certain teaching pedagogies had on the students' willingness to participate in classroom activities. Their willingness to participate in class activities correlated to a certain degree with the students' ability to envision themselves using English in some capacity in the future. Conversely, it was mostly the demeanor of teachers that produced negative responses from the students which may have counteracted the positive influence of the teaching pedagogies.

4.3.7 Interview 2 Responses

The second interview was conducted at HTIC in Honolulu Hawaii in March 2015 two weeks after the start of the short-term study abroad program and following the completion of Questionnaire 2. The description of responses is based on the Interview Transcripts Study 2 (as shown in Appendix R) and the Study 2 Interview 2 Responses Summary (as shown in Appendix U).

Discussing and sharing opinions with classmates in English helped increase the students' ability to envision themselves using English in the future particularly within the construct of the ideal-self. The students' responses to Interview Question 3 (as shown in Appendix R and Appendix U) confirmed this assessment and showed that less opportunity to speak Japanese and more opportunities to speak English in the U.S. classroom was a significant positive variable. One student said: "discussing with other people is able to communicate each other. So, I think it's very important for the future"; another added: "maybe I will have to read paper I and English and all of the class we must not speak Japanese so it's very helpful"; the third said "to be a good English speaker, we have to training and practice pronunciation or opinions. That is many chances to speak English and no Japanese that is very helpful"; and the fourth responded "sometimes some sentences are unusual in the book so telling other people what I feel is so difficult for me even I understand the story so it's good way to make an effort to telling my opinions to other people." The students' responses showed that the opportunity to speak English more often in the U.S. classroom worked in conjunction with the opportunity to practice their English outside of the classroom. This positively impacted the students' ability to envision a future self-identity.

The responses to Interview Question 4 (as shown in Appendix R and Appendix U) indicated that teaching materials and learning activities supported the motivation of the students to practice English outside class time. One student said; “teachers sometimes ask us about life in Hawaii, so it is good to practice normal conversation, it’s useful for me”. A second student explained; “teachers are very like friendly so I’m not afraid to speak to native English speakers”. These responses showed some desire on the part of these students to practice English outside the classroom. A third student’s response illustrated how increased opportunities to use English in the classroom lead to a stronger desire to practice it; “I think many times in this classes sometime I couldn’t answer the question and my grammar is not good, so I think I have to practice”. The fourth student’s response showed how the use of music and song lyrics in the English I Conversation class stimulated their motivation to practice English; “in the conversation class, we sang an English song and it’s made me happy, so I could enjoy by learning English.” All these teaching pedagogies combined with a positive response to the demeanor of the teachers showed the potential for increasing the students’ motivation to practice English outside the classroom.

The responses to Interview Question 1 (as shown in Appendix R and Appendix U) which related to the students’ preference of learning materials showed three out of four students preferred the novel *Big Fish* (Wallace, 1998) which was used frequently in the English II Reading and Writing class. The students’ comments suggested reading English at a level slightly higher level than their level had a positive effect on their learning experience. One student stated: “in the reading class, we were using the *Big Fish* it is very hard to read and hard to understand. So, it’s difficult but it’s a nice change to read English so I like”; and a second student concurred with this response and added: “I like *Big Fish*. It’s difficult to understand and make sense. At first, I hate that book but now a little interested.” signified that the difficulty of the novel made it interesting for two of the students, which encouraged them to read. Another student noted; “I prefer reading and writing class my major is creative writing, so I love reading and think about books, so I like this class.” For this student teaching pedagogies used in English II Reading and Writing appealed to her area of interest and had a positive effect on her overall learning experience. All the students’ responses to Interview Question 2 (as

shown in Appendix R and Appendix U) regarding learning activities showed a positive response to ones that promoted communication and the opportunity to produce English output.

The students' preferences for learning activities were split between speaking activities in English Conversation I and group work in English II Reading and Writing. One student commented; "I like discussing about books because at first I read books alone, but we can share some ideas in discussion, so I like." Another student noted; "in the reading and writing class we discussed opinion and make a circles of all members so because I like that action because I want to know other people's opinion". These two comments showed the importance of discussion in conjunction with the Big Fish reading activity as a positive influence on the students' learning experience. Responses from the remaining two students revealed that speaking activities gave them the opportunity to practice English, share opinions and have fun. One student stated: "I have to say something opinion or... we have to say each so that is a chance to speaking in English"; while the other said "conversation class, we played some kind of games so it's very fun and it is very good to way to use English, so I like." The increased motivation for the students to practice English in conjunction with a positive response to teaching pedagogies at HTIC correlated with a positive perception of their ability to achieve goals they have set for becoming a successful English speaker in the future.

The students' responses to Interview Question 7 (as shown in Appendix R and Appendix U) indicated that an increased output in English enabled them to pursue goals they have set for themselves for English study. One student said: "I spoke English and very long time, so I was helped by them (classes)"; while a second student remarked "in the future, I want to speak English more fluently so in these classes I can only speak English and book is all English, so these classes help my goal". Two students remarked on the improvement in their confidence level: "now I am not that afraid to speak to someone or we can try ask someone anything that is changed from before."; "I worried about my English's grammar or pronunciation and what I'm saying is correct or not I didn't want to speak so much but in this school, I have confidence more than ever so it's useful". For all four students the increased English input and output related to an

increased ability to envision a future self-identity. Responses also showed increased output gave the students more confidence to pursue goals related to English study set by themselves in addition to the positive affect of teaching pedagogies on students' ought-to-self.

The students' responses to Interview Question 6 (as shown in Appendix R and Appendix U) revealed that teaching pedagogies used in HTIC classes had a positive effect on their ought-to-self, particularly in achieving goals or avoiding negative outcomes for English study as suggested to them by external sources. One student noted; "here we have a lot of chances to speak English compare with Japan. To Speak English more in classes, it's everything English, no Japanese. Very useful and helpful for me." This response suggested the opportunity to speak English increased for him when studying English in an English-speaking country. The student felt the opportunity was helpful for him to achieve goals or avoid negative outcomes as suggested by others. Another student stated; "it's helpful for me and teachers said to me don't speak Japanese only speak English. So, it's important for us we can speak English in the future." This student's response stressed the importance of teachers speaking English and not Japanese in the classroom as helpful to him for goal achievement originating from external sources. One student stated that when others recommend goals to achieve to become a successful English speaker they find that they are closely related to their own goals. All these responses showed an increased positive influence on the students' ought-to-self in the TL environment over the L1 environment.

The students' responses to Interview Question 8 (as shown in Appendix R and Appendix U) showed three out of four students have a clearer vision of themselves using English in one way or another in the future. One student implied the change of classroom location to the U.S. played a role in their ability to envision a future English-speaking self; "the situation is very different from before I'm in America. I take English classes." Two students gave responses like those for Interview Question 7 which mentioned an increased opportunity to practice speaking English: "I can think, I speak English in my experience so maybe there will be easier to think I can speak English"; "I spoke a lot of English then I speak a lot of English until now, more two weeks." These

responses illustrated a connection between the increased opportunity to use English and the ability to envision a future self-identity. One negative response to Interview Question 8 suggested that learning English is still difficult for the student; “speaking English is very difficult for me so I’m beginner yet.” This response showed low self-efficacy for this student may limit his ability to envision a future self-identity. Overall, responses to Interview Question 8 showed an improved ability to envision a future self-identity in the TL environment over the L1 environment for three out of four students. This assessment is further reflected in the students’ responses to Interview Question 10 (as shown in Appendix R and Appendix U) relating to their plans for using English in the future

For three out of four students’ plans for using English in the future changed since their participation in classes at HTIC. Change for one student involved actively pursuing any opportunities to use English upon her return to Japan; “I read there is no opportunity to speak English in Japan. but now, I wanted to find a chance to speak English by myself because, I studied in English and I talked English outside, so I wanted to talk and use English more.” Change for two of the other students related specifically to finding employment in Japan where English use is required, one student stated: “when I was in Japan, I have not purpose for using English but now my friend is working at McDonald in army, American camp in Japan. I want to work there and use English”; while the other said: “I want to use English in my future job”. One student responded negatively to this question; “I’m concentrating on learning English so I’m not thinking about my future so far.” This response indicated that focusing on English study in the present did not allow him to think too much about future English study which may have interfered with his ability to envision a future self-identity.

Overall, the students’ responses to the second interview questions suggested that the teachers in the HTIC classes helped the students to become more motivated in class through their selection of teaching pedagogies and their demeanor. The teaching pedagogies allowed the students to actively participate in class and communicate in English with their classmates. The teachers asked questions which required students to think and find the answer which in turn made them more positive and active with

English in the classroom. The teachers provided interesting games and spoke with the students in easy to understand English which the students felt was helpful in improving their listening comprehension skills. One student commented; “in all classes we don’t just sit and listen to teachers’ speech we can practice English more thinking about many things so it’s an important thing.” This comment indicated that engaging in practical English in the classroom supported positive attitudes toward this student’s learning experience.

According to one student, increased interaction with HTIC teachers provided important English input and output: “many teachers asked us many questions, so we have to think and find an answer. So, it’s made me more positive and active”; another student supported this contention “I can listen to the teacher what he is saying then use easier language, easier English so I want to learn more and listen more carefully”. An additional comment indicated interaction through games provided increased English input and output: “many teachers had interesting games, so we can enjoy more easily I think.” All the students’ responses showed the HTIC classes had a more positive effect on the students’ attitude toward English study the RW2 class at Tokai University.

The responses from all the students indicated a change in attitudes toward English in the previous two months which included the beginning of the students’ short-term study abroad program at HTIC. The students’ responses to Interview Question 9 (as shown in Appendix R and Appendix U) suggested a regained focus on English study and the proximity of native English-speakers in an English-speaking country made all students more interested in speaking and using English in the future. One student stated: “now English is more close to me and I am more interested to speak English”; another student added that their focus in English has changed from grammar to pronunciation “before I was in Japan, I thought grammar is the best thing in English. But now I think pronunciation or how to converse with another person. So, it changed. I listen more to English and more understand what people say”. This change gave both students the ability to communicate more effectively with others in English. Interview responses suggested a close proximity to English-speakers both native and non-native in the U.S. combined with the teaching pedagogies used in the classroom supported the students’

perceived language utility and gave them the motivation to participate in class. These variables also supported the development of the students' ability to envision themselves speaking and using English in the future as part of their self-identity.

4.4 Comparison of Study 1 and Study 2 Data

The data displayed in Figure 4.9 is the difference between the cumulative response of the students in Study 1 and Study 2 for each section (S1-S4) of Questionnaire 1 and Questionnaire 2 (see Table 4.9). Interview responses and class observation data from Study 1 and Study 2 are also compared to determine the correlation to differences in questionnaire responses for each study.

4.4.1 Questionnaire Results

The students in all three of the teacher's Study 1 classes at Tokai University showed minor differences in attitudes, motivation, orientation and their ability to envision a future self-identity between the beginning and the end of the fall 2014 semester (see Figure 4.9). Generally, the students' responses to statements regarding their ideal-self (S1) were more positive at the end of the fall 2014 semester. The ESP students gave the highest percentage of positive responses in both questionnaires and showed minimal difference in their responses between the two questionnaires. The RW2 students showed the greatest difference in responses which became more positive by the end of the data collection period. In Study 2 the Tokai/HTIC students' questionnaire responses were more negative to statements regarding the ideal-self (S1) in Questionnaire 2. Surprisingly, the students' responses related to the ability of seeing themselves studying overseas or speaking English like a native speaker in the future showed the most negative change by the end of the data collection period.

As shown in Figure 4.9 ought-to-self responses (S2) showed a modest positive change in the Study 1 RW2 and ESP classes but a modest negative change for the TOEIC HB class. These responses suggested that the opinions from external sources on what the students should do or what they should avoid doing to be successful in English study became more significant for the RW2 and the ESP students after taking their respective classes in the fall 2014 semester. The difference between cumulative responses for

ought-to-self among the Study 2 Tokai/HTIC students showed no significant change between Questionnaire 1 and Questionnaire 2. This result implied that the influence of suggestions from external sources regarding what the students should do or what they should avoid doing to be successful in English study were not greatly affected by the teaching pedagogies in either the students` Tokai or HTIC classes. Responses for learning experience (S3) were less positive in the second questionnaire compared to the first for the students in the Study 1 TOEIC HB and RW2 classes.

Table 4.9

Questionnaire 1 and Questionnaire 2 Section Questions (S1-S4)

S1	How do you see yourself using English in the future? (ideal L2-self)
S2	How do others influence your English study? (ought-to L2 self)
S3	Did learning materials/activities help you imagine using English in the future? (L2 learning experience)
S4	What is your general opinion of your class? (attitude)

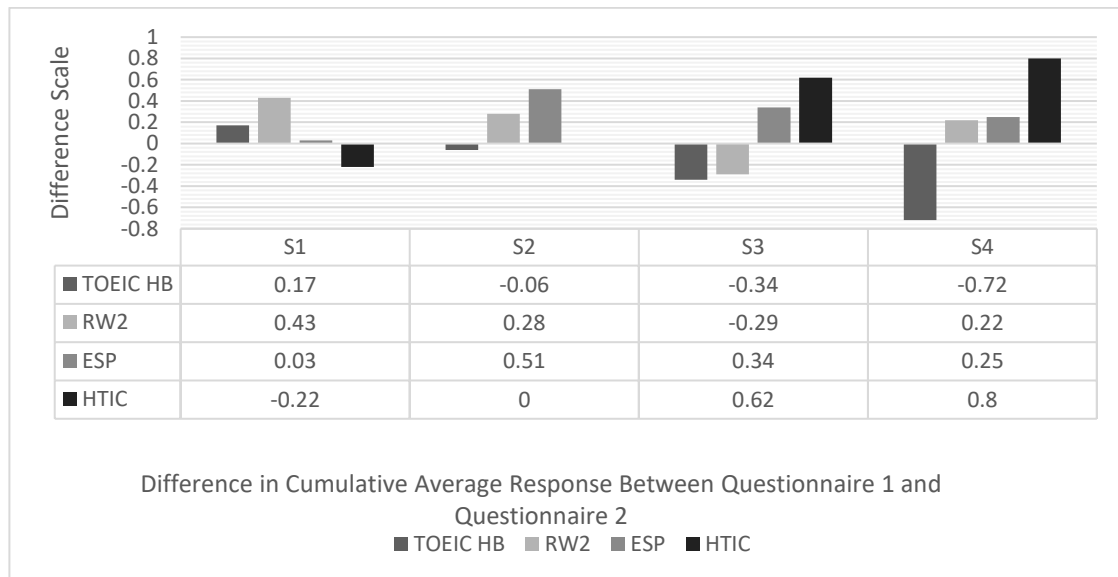


Figure 4.9. Comparison of cumulative questionnaire responses.

Section 3 questionnaire responses implied that the teaching pedagogies implemented in the teacher`s Study 1 classes were less instrumental in motivating students through the ability to envision a future self-identity than teaching pedagogies used in EFL classes the students had taken previously. The ESP students` questionnaire responses to statements regarding their learning experience saw a slight positive change. The ESP

students felt that the teaching pedagogies used in their class were better able to motivate them and improve their ability to envision a future self-identity than teaching pedagogies used in EFL classes they had taken previously. The Study 2 Tokai/HTIC students' questionnaire responses to statements regarding their learning experience tended to be more favourable toward their HTIC classes than their classes at Tokai University. However, it is noted that there was indication from the students through their Questionnaire 2 responses that HTIC instructors had less influence on their ability to envision a future self-identity despite more positive responses to the teaching pedagogies and learning environment at HTIC.

The questionnaire responses to statements regarding general attitudes and learning experience in the classroom environment (S4) were more negative for the students in the Study 1 TOEIC HB class than in EFL classes they had taken previously. The students' in the RW2 and ESP classes showed more positive attitudes toward their classroom environment in their classes than their previous EFL classrooms. In general, Study 2 students had more positive attitudes toward their learning experience in their classes at HTIC than in their classes at Tokai University. HTIC students' questionnaire responses indicated that HTIC classes inspired the students to try to use English as much as possible in the future which related to mainly positive changes in attitudes toward their teachers at HTIC and their teaching pedagogies.

4.4.2 Interview and Observation Results

The results of the interviews conducted in Study 1 showed some relation to questionnaire results. Responses from the TOEIC HB and ESP interviewees support positive Questionnaire 2 responses for ideal-self (S1) in relation to teaching pedagogies used in their classes. However, the RW2 interviewees stated teaching pedagogies did not motivate them to practice English outside the classroom with native English speakers or friends which the students attributed mainly to a lack of available English speakers. These interview responses did not completely correspond to the general RW2 class Questionnaire 2 responses. Study 1 class observations (as shown in Appendix P) showed partial support for questionnaire and interview responses for the teacher's classes although there were a few discrepancies. The TOEIC HB students displayed

high participation rates for teaching pedagogies used by the teacher particularly with task-based learning activities such as group role plays. This observation supported general TOEIC HB Questionnaire 2 responses for attitudes toward the classroom environment (Section 4) but did not support interview responses for the same variable. Class observation in the RW2 classes revealed that the students showed little or no participation in group and pair activities. However, the students were more responsive when checking answers together as a class with the teacher following structural textbook-based learning activities. This observation had some relation to Section 4 Questionnaire 2 responses for the RW2 class.

Overall, interview responses from Tokai/HTIC students indicated a positive change in the motivational constructs of the ideal-self, the ought-to-self, learning experience and general attitudes toward English study between the students' Tokai classes and HTIC classes. Tokai/HTIC students' responses to interview questions about their ideal-self suggested teaching pedagogies used in both the Tokai and HTIC classroom environments helped their ability to envision a future self-identity. Classroom observations in HTIC classes seemed to correspond with interview and questionnaire responses more closely than those in the teacher's classes in Study 1. In each HTIC class observation it was found that the students demonstrated high participation rates and good attitudes toward teaching materials and learning activities which was reflected in the second questionnaire and second interview responses.

4.5 Summary

Positive changes, although minimal in some cases, can be seen between Questionnaire 1 and Questionnaire 2 in both studies. The results from Study 1 suggested that teaching pedagogies used in the students' previous EFL classes and their classes in the fall 2014 semester at Tokai University had minimal positive effect on their attitudes, motivation, orientation and the ability to envision a future self-identity. Study 2 questionnaire results also suggested teaching pedagogies used in the students' Tokai RW2 classes had a minor positive influence on their attitudes, motivation, orientation and the ability to envision a future self-identity in the fall 2014 semester. However, teaching pedagogies

used in the HTIC classes resulted in the highest rate of positive questionnaire responses from Tokai/HTIC students. Interview responses in Study 1 supported questionnaire responses in some but not all sections of the questionnaires as did class observation. In contrast, Study 2 interview responses for both interviews and class observation supported questionnaire responses in almost all sections. A more in-depth discussion of the significance of these results as they pertain to each research question is presented in Chapter 5.

Chapter 5

Discussion

5.1 Overview

This chapter discusses the results of the studies presented in Chapter 4 as they pertain to the two research questions shown in Chapter 1 and their relevance to the literature reviewed in Chapter 2. The results and their relation to the research questions and previous research are discussed for Tokai University classes (TOEIC HB, RW2, ESP) in Study 1 and Tokai University classes (RW2) and HTIC short term study abroad classes (English I Conversation, English II Reading and Writing, Speech Communication and American and Hawaiian Culture) in Study 2. Discussion centres around the teaching pedagogies used in classes in both studies as outlined in Chapter 3 and the analysis of quantitative and qualitative data as outlined in Chapter 4. The results are discussed in a comparative format to illustrate the similarities and differences between Study 1 and Study 2 outcomes.

5.2 Teaching Pedagogies` Influence on Self-Identity Variables

The teaching pedagogies used in classrooms in both studies influenced the student's ability to envision a future self-identity in both positive and negative ways. The results were varied when analyzed through a theoretical framework using the L2 motivational self-system and the constructs of the ought to-self, the ideal-self and learning experience among the four student participant groups. Other independent variables inside and outside classroom environments also had an impact on dependent variables related to the students' ability to envision a future self-identity. Self-identity variables showed some discrepancies in questionnaire responses, interview responses and classroom observation among the participant groups in both studies.

5.2.1 Ought-to-Self

The ought-to-self is seen as the least contributing motivational factor of the three constructs of the L2 motivational self-system due to its` preventative and extrinsic nature (Calvo, 2015). However, Taguchi, Magid and Papi (2009) contend that it is significant in Asian EFL contexts such as China and Japan while Rattanaphumma (2016)

contends it plays a positive motivational role in EFL classrooms in Thailand due to the greater influence of family and school pressure on the students to achieve intended goals.

The Study 1 students' responses to Section 2 in both questionnaires relating to the ought-to-self show mainly negative responses among the Study 1 students in all the teacher's classes at Tokai University. The students' responses to statements in Section 2 of the questionnaires did not change significantly from the beginning to the end of the fall 2014 semester. No change in the students' responses indicated an insignificant influence of external sources on most of the student's English study in the present and in their English study goals. The ESP students had the most positive responses to Section 2 in the second questionnaire especially to Statements 7 and 8. Through their responses to these two questionnaire statements the ESP students suggested that studying English will earn them respect from their peers and not studying English would have a negative impact on their lives. This response was more positive for the ESP students in the teacher's class near the end of the fall 2014 semester.

The Study 2 students' responses to Section 2 of both questionnaires were similar to responses from the Study 1 students; they were comprised of mainly negative responses to most statements with little change between the first and second questionnaire. The one similarity in questionnaire responses for Section 2 between Study 1 and Study 2 were the responses to Statement 8. The students in both studies indicated that not studying English would have generally negative consequences on their future plans in the opinion of others. Responses such as these directly relate to orientation based on goals suggested by external sources (e.g., peers, family, teachers). The responses to this statement were more positive in Questionnaire 2 for all participant groups in both studies except for the TOEIC HB class in Study 1.

According to the questionnaire results in both studies suggestions from family members, friends, teachers or other external sources on what the students should do or should avoid to achieve goals in English study did not make a significant contribution to the students' ability to envision a future self-identity within the construct of the ought-to-self. The responses to Section 2 of the questionnaire from the students in both studies

reflected Lamb's (2011) findings with Indonesian EFL learners. His study showed that when students engaged in autonomous activities such as practicing English speaking skills inside or outside the classroom environment there was a correlation to more positive motivated behavior, a more enhanced vision of themselves speaking English in the future and, a stronger more pronounced ideal-self.

The students in Lamb's (2011) study who did not engage in autonomous activities related to English study either inside or outside the classroom tended to be less motivated and displayed a larger number of ought-to-self characteristics. The students in both studies presented in this thesis were exposed mainly to teaching pedagogies that encouraged autonomous learning inside the classroom. The students' questionnaire responses in both studies tended to indicate a weaker ought-to-self and a stronger ideal-self in relation to their ability to envision a future self-identity. However, interview responses from selected students from each class revealed more of a positive influence from the teaching pedagogies on both their ought-to-self as well as their ideal-self relating to the ability to envision a future self-identity.

The students' responses (as shown in Appendix Q and Appendix S) to Interview Question 6 (as shown in Appendix E) from Study 1 interview groups in all three classes do not completely support the mainly negative responses to class questionnaire statements in Section 2. The Study 1 interviewees' responses to Question 6 which related to the ought-to-self and English study goals were positive in most cases and showed that the students may have set goals for the future use of English based on advice from other people such as friends, family members and teachers. In general, reasons for positive responses to Interview Question 6 in the ESP and RW2 classes included plans to change study habits, travel abroad mainly for study and, academic goals that included taking TOEIC tests or tests for English certificates. Plans such as these may have been suggested to students by their peers and were considered attainable by the students after experiencing the teaching pedagogies used in their classes. Negative responses to Interview Question 6 by the TOEIC HB interviewees suggested that teaching pedagogies used in the TOEIC HB class lacked language utility and did not focus enough on TOEIC test question practice. This was detrimental to those TOEIC

HB students' abilities to envision a future self-identity and evident in some of their negative interview responses.

The interview responses from the Study 2 students (as shown in Appendix R and Appendix T) to Interview Question 6 in the first interview (as shown in Appendix R and Appendix T) more closely reflected negative responses to questionnaire statements in Section 2. One student who gave a negative response indicated that goals such as speaking or copying the speech of native English speakers were not being met with teaching pedagogies used in their Tokai University RW2 class. A second student who provided a negative response suggested that a self-study approach taken by the teacher in their RW2 class was not effective enough for him to attain ought-to-self English study goals. On the other hand, positive responses to Interview Question 6 provided by the two other students indicated the difficult level of the RW2 class combined with a variety of activities provided a pathway toward English study goals suggested by others. The second interview in Study 2 produced positive responses (as shown in Appendix R and Appendix U) to Interview Question 6 from all four of the students. Teaching pedagogies used in the HTIC classes encouraged the students to communicate and use English with classmates and teachers. According to the students' responses not using Japanese in the classroom by either the teacher or the students was a key teaching pedagogy that gave them the incentive to achieve goals for English study that related to the ought-to-self.

Responses from the students who were interviewed in both studies were mainly positive regarding the ought-to-self and showed a discrepancy with mainly negative general class questionnaire responses most notably in Study 1. This discrepancy may be explained by the interviewees' understanding of the type of English study goals referred to in the question. In other words, the students who were interviewed may have understood the goals referred to in the question to be ones that they have for themselves (ideal-self) but not necessarily ones that were suggested by others (ought-to-self). In Study 2 one student's response to Interview Question 6 in the second interview illustrated the possible misunderstanding on the part of the students to the term EFL study goals in the question; "Yes, not for my parents or my teacher....my goal."

In general, class responses to questionnaire statements in Section 2 from the students in both Study 1 and Study 2 showed little support for Taguchi, Magid and Papi's (2009) claim regarding the significance of the ought-to-self in Asian contexts. For the most part the teaching pedagogies used by the teacher in Study 1 classes at Tokai University and the ones used by the teachers in Study 2 classes at HTIC promoted autonomous English language learning in the classroom. The methodology employed by the teacher in Study 1 classes as well as the methodologies that the teachers in Study 2 classes provided produced questionnaire responses from most of the students in both studies that indicated a stronger influence of the ideal-self over a less prominent ought-to-self. However, there was some indication in interview responses that the ability to envision a future self-identity within the construct of the ought-to-self did have significance for a few of the students in each study after experiencing teaching pedagogies used in the classrooms.

In sum, the questionnaire responses from the students in both studies tended to support a mainly negative influence of the teaching pedagogies on the students' ability to attain English study goals suggested by external sources which relate to the construct of the ought-to-self. Conversely, the interview responses indicated that teaching pedagogies had a positive influence on the students' ability to attain English study goals that relate to the ought-to-self. However, this may have shown that students felt those goals were more related to their ideal-self rather than their ought-to-self as they pertained to the development of a future self-identity. These results point to a stronger influence of the teaching pedagogies on the ideal-self with respect to these participant groups.

5.2.2 Ideal-Self

In Study 1 the teacher implemented teaching pedagogies that focused on autonomous learning. The aim of this approach was to determine the correlation between pedagogical practices that encourage autonomous learning as outlined in Ushioda (2009) and how this might assist the students' abilities to envision a future self-identity through the constructs of the L2 motivational self-system. The questionnaire responses to Questionnaire 2 Section 1 from the TOEIC HB, RW2 and ESP students revealed that teaching pedagogies implemented in these classes such as class textbooks and print out

exercises from online sources had a more positive influence on the students' abilities to envision a future self-identity through the construct of the ideal-self than through the ought-to-self.

The learning activities used with the teaching materials in Study 1 classes centered on group and pair work that encouraged real conversations among the students using English. The opportunity to engage in real conversations in English among the students produced generally positive attitudes toward the classroom environment. The students' questionnaire responses for Section 1 were slightly more positive for the teacher's classes (Questionnaire 2) than for EFL classes the students had taken previously (Questionnaire 1). The most positive responses were to questionnaire Statements 2 and 7, the students felt that teaching pedagogies helped them to see themselves in a future career using English and to focus on plans for the future that require them to use English.

The Study 1 students' responses to questionnaire Section 1 verify, to some degree, Legenhausen's (1999) study that contends that the way FL students perceive the classroom environment often dictates the way they communicate using the TL during classroom activities. The students' responses also lend some support to Ushioda's (2009) assertion that the promotion of autonomous learning in the language classroom through certain pedagogical practices has the potential to encourage the students to envision a future self-identity through the construct of the ideal-self that corresponds to language learning. In Study 1 teaching pedagogies implemented by the teacher encouraged autonomous learning that gave the students the opportunity to use their English. This opportunity resulted in a positive perception of the learning environment for many of the students and gave them the chance to envision a future self-identity through the construct of the ideal-self. In Study 2 teaching pedagogies used in Tokai and HTIC classes had a similar effect on the four students' abilities to envision a future self-identity through the construct of an ideal-self but produced slightly different responses to certain variables mentioned in Section 1 questionnaire statements.

Study 2 students indicated a higher level of consistency than Study 1 students in their questionnaire responses and their interview responses from Tokai University RW2

classes. They also showed more consistency in questionnaire responses, interview responses and class observation in HTIC classes that pertained to the positive influence of the teaching pedagogies on the students' ability to envision a future self-identity through the construct of the ideal-self. The teaching pedagogies used by the teachers in the students' Tokai University RW2 class centered on task-based and structural activities conducted in group or pair work. Learning activities were based mainly on textbook, graded readers, computer assisted language learning (CALL) and teacher developed material on photocopied handouts. HITC classes also centered on a wide range of task-based and structural activities conducted in groups or pairs. However, learning activities relied less on standardized class textbooks and more on teacher developed material in the form of handouts and student-centered class projects, this was especially true in the American/Hawaiian Culture class.

Questionnaire responses for questionnaire Section 1 in Study 2 reveal minor differences between Questionnaire 1 (post Tokai University RW2 class) and Questionnaire 2 (HTIC classes) in variables that relate to teaching pedagogies influence on the students' abilities to envision a future self-identity through the construct of the ideal-self. In Questionnaire 2, the students indicated that they were less likely to envision themselves studying English at a university overseas or speaking English like a native speaker. This was a surprising result considering they were study abroad students at the time they completed the questionnaire. However, the students' responses to Section 1 questionnaire statements could be attributed to the fact that they had just commenced a short-term study abroad program. Other responses indicated that the students were more likely to envision themselves travelling to foreign countries and using English to communicate with foreigners when they completed the HTIC short-term study abroad program. These responses showed that the teaching pedagogies used in HITC classes in conjunction with the English-speaking environment outside the classroom provided the students with a vision of using English for travel that may have comprised a significant part of their ideal-self within their future self-identity.

Questionnaire responses to Section 1 showed teaching pedagogies used in Study 1 and Study 2 classrooms had a role in developing some of the students' abilities to envision a

future self-identity through the construct of the ideal-self. These results reflect similar findings in studies conducted in a Korean EFL context (Kim, 2015) and a Japanese English as a Medium of Instruction (EMI) context (Kojima & Yashima, 2017) where certain teaching pedagogies had a positive effect on the students ideal-self. Questionnaire responses further indicated a relation between the students' ability to envision a future self-identity through the construct of the ideal-self and orientation. This is similar to what was found with the students' abilities to envision a future self-identity through the construct of the ought-to-self. The Section 1 questionnaire responses were evident in both studies as English study goals among the students were similar. In Study 1 the students' English study goals were based on their ability to improve English-speaking skills for the purpose of general interaction with other English speakers. In Study 2 the students' English study goals were based on the acquisition of the same skills to those of students in Study 1 focusing mainly the ability to interact and communicate with English speakers and the general improvement of English-speaking skills.

5.2.3 Orientation

Most of the students' questionnaire responses in Study 1 illustrated the positive relation between their abilities to envision a future self-identity through the construct of the ideal-self and orientation. Statement 2 and Statement 4 of questionnaire Section 1 specifically referred to orientation relating to the construct of the ideal-self. Questionnaire 2 responses from all three Study 1 classes to Section 1 Statement 2, relating to future career choices were slightly more positive compared to responses to the same statements in Questionnaire 1. The RW2 students' responses to Statement 4 relating to studying in an overseas university that offers courses taught in English were the only responses slightly more positive in Questionnaire 2.

Findings in Study 1 indicated most of the students in all the teacher's classes had positive responses to learning tasks associated with teaching pedagogies that related to their orientation in different contexts. Responses from students to questionnaires reflected the definition of goal orientation outlined by Woodrow (2005) which states interest in the learning task or mastery goal is considered most favourable for successful

FL learning. Clement and Kruidenier, (1983) and Yashima, Zenuk-Nishide and Shimuzu, (2004) suggested a variety of contexts for goal orientation for FL learners that comprised international posture and included: instrumental reasons; friendship; travel; knowledge; interest in international issues; and an identification with an international community. One or more of these contexts were mentioned in questionnaire statements and produced positive responses among some of the students in Study 1.

The Study 1 interviewees' responses (as shown in Appendix Q and Appendix S) to interview Question 3 (as listed in Appendix E) that pertains to the teaching pedagogies' influence on their ability to envision a future self-identity through the construct of an ideal-self and the correlation to orientation supports positive questionnaire responses. The interviewees' responses reflected some of the variables of international posture and provided significant reasons for changes both positive and negative in these variables. Interview Question 3 responses from the interviewees in Study 1 showed eleven out of twelve interviewees favored the opportunity to communicate actively in class that was provided by the teaching pedagogies. The students also felt this related to their ability to move toward goals that they have set for themselves for English study.

The responses from most of the Study 1 interviewees (shown in Appendix Q and Appendix S) to interview Questions 5 and 8 (as listed in Appendix E) supported Section 1 questionnaire responses. The opportunity to communicate actively in English with classmates and the teacher as a central focus in the teacher's classes gave ten out of twelve interviewees the stimulus to participate in class activities as it closely matched their intended goal achievement for English study. This in turn increased the ability of students to see themselves using English in some capacity in the future within the construct of an ideal-self. In addition, the interview responses indicated generally positive attitudes among the interviewees toward teaching pedagogies used in all the teacher's classes.

The results from questionnaire and interview responses in Study 1 showed that there was a relation between the students' positive attitudes toward teaching pedagogies and the ability to envision a future self-identity through the construct of an ideal-self. The

results showed that teaching pedagogies used in the teacher's classes in Study 1 had a slightly more positive affect on the imagination of most of the students than teaching pedagogies used in EFL classes students experienced prior to the teacher's class. They also indicated that the teacher's pedagogies enhanced the students' orientation to some degree from their past EFL experiences and therefore heightened their ability to envision a future self-identity through the construct of the ideal-self. These results were most evident in responses from the ESP students and to a lesser degree in responses from the TOEIC HB and RW2 students.

The responses from the TOEIC HB and ESP interviewees (as shown in Appendix Q and Appendix S) to interview Question 7 (as listed in Appendix E) that directly relate to orientation supported mainly positive questionnaire responses from the students in those classes. The interview responses from interviewees showed that the teaching pedagogies based on speaking and writing strategies combined with group and pair work gave four out of four interviewees in the TOEIC HB class and four out of four interviewees from the ESP class a pathway to achieve goals they have set to become successful English speakers in the future. In contrast, the RW2 interviewees' responses to Interview Question 7 showed that teaching pedagogies implemented in the class were not helpful in providing a means to goal achievement for two out of the four interviewees. One RW2 interviewee said his lack of English comprehension in the classroom was detrimental to achieving his English study goals. The other three RW2 interviewees indicated a positive effect on orientation that closely reflected positive responses from TOEIC HB and ESP interviewees. Positive responses from the two RW2 interviewees specifically mentioned the teaching pedagogies that focused on writing strategies and grammar points as ones that provided a means toward the attainment of their goals for English study as evident in the TOEIC HB and ESP interviewees' responses. The Study 2 students' responses to questionnaire Section 1 Statements 2 and 4 showed minimal differences between the questionnaires.

The students' responses to both questionnaires indicated a strong orientation in both the goal of using English in a future career (Statement 2) and studying at an overseas university in courses taught in English (Statement 4). Both variables did not change

significantly between classroom environments in Japan and the U.S. However, responses to Interview Question 7 (as shown in Appendix R, Appendix T, Appendix U) in Study 2 did not accurately reflect the slight fluctuations between the two questionnaires responses. Instead the interview responses showed a significant change in the students' opinions regarding the influence of the teaching pedagogies on their orientation and the correlation to envisioning an ideal-self between the first and second interview. In the first interview all four students indicated that teaching pedagogies used in their RW2 class at Tokai University were not instrumental regarding attainment of goals for English study. The students identified difficult topics, the lack of English used by the teacher in the class or even a perception that the class was too easy as reasons for the teaching pedagogies' lack of relevance for achieving their English study goals. The students' responses to Interview Question 7 in the second interview (as shown in Appendix R and Appendix U) conducted during the HTIC short-term study abroad program were unanimously positive. The students felt more positive about the ability to achieve English study goals when they participated in the short-term study abroad program at HTIC. One student noted that teachers with different accents were a positive influence toward their English study goals.

The teaching pedagogies used by the teachers at HTIC were unanimously favorable to the students' orientation and how it related to envisioning a future self-identity through the construct of the ideal-self. All four students cited the exposure to a total English environment both inside and outside their HTIC classes as the main reason for favorable responses. The students felt that this type of environment gave them the opportunity to engage in English with their classmates and their teacher more often than was possible in their respective RW2 classes at Tokai University in Japan. Interestingly, the teaching pedagogies used in the HTIC classes were similar to the ones used in the Tokai University RW2 classes. The exposure to English in an English-speaking environment in the U.S. seemed to be the main difference between the two classroom environments when considering the positive impact of the teaching pedagogies on the students' orientation and their ability to envision a future self-identity through the construct of the ideal-self.

The HITC classes covered the four main language skills of speaking, listening, reading and writing which positively enhanced the orientation for all Study 2 students due in part to positive variables associated with the teaching pedagogies. The students indicated that the teaching pedagogies allowed them the opportunity to improve their English-speaking skills because class activities in all classes were conducted in English with little or no Japanese being used by either the teacher or the students. This is confirmed in classroom observation conducted by the researcher (as shown in Appendix P). In general, HTIC classes helped students gain confidence in their English-speaking skills which in turn made it more likely for them to envision themselves using English in the future as a part of their ideal-self. The students' responses to the questionnaire statements in both questionnaires generally indicated a positive relation between envisioning a future self-identity through the construct of the ideal-self and orientation for students in both studies and a variety of teaching pedagogies contributed to this result.

Different classroom environments produced varied responses from the students in Study 1 and Study 2 interviews but were not entirely reflective of questionnaire responses. Overall, findings indicated that the teaching pedagogies' influence on the students' English study goals based on past and present experiences with EFL learning related to their motivational capacity to envision a future self-identity through the construct of the ideal-self for the students in both Study 1 and Study 2. This observation tends to support the contention of Irie and Brewster (2013) who suggested that a well-defined ideal-self is possible and can work effectively to facilitate FL learning when the preferred conditions are met. The power of imagination combined with the richness of experience which includes teaching pedagogies used in the classroom leads to a well-developed vision of an ideal-self (Irie & Brewster, 2013). The teaching pedagogies used in classroom environments in both studies did provide an opportunity for most of the students to access the power of their imagination which produced the potential to envision a future self-identity through the construct of the ideal-self. This result supports the hypothesis that a well-developed vision of a self-identity through the construct of the ideal-self can be assisted by language educators in the classroom by offering experiences for learners to expand their imagination. In both Study 1 and Study 2 the

students developed different perspectives on the motivational influence of teaching pedagogies based on how they were implemented by their teachers in past and present English classes.

The questionnaire and interview responses from the students in both studies suggested a positive impact of teaching pedagogies on their orientation and their abilities to envision a future self-identity particularly through the construct of an ideal-self. The mainly positive impact of teaching pedagogies on orientation and the students' abilities to envision a future self-identity through the construct of the ideal-self in both studies can be understood more clearly by looking at it through two separate but related orientation dimensions known as dual orientations. Dual Orientations as outlined by Noels (2001a, 2001b) and Hayashi (2013) show differences in the way teaching pedagogies influenced the students who may have different pathways to achieving goals in English study. Different pathways among the students may have corresponded with different capacities to envision a future self-identity through the construct of the ideal-self.

5.2.4 Dual Orientations

The questionnaire responses to statements in Section 1 from the students in Study 1 show a positive impact of teaching pedagogies on most of the students' orientation. This result is supported in part by the interviewees' responses (as shown in Appendix Q and Appendix S) to interview Questions 7, 8 and 10 (as listed in Appendix E), which related specifically to the ideal-self and orientation. The interviewees in all Study 1 classes cited teaching pedagogies such as group work, pair work and interaction with the teacher (input and output) as positive support for goal attainment in response to Interview Question 7. One TOEIC HB interviewee responded with: "I can listen to native English speakers' English talk with so many people."; while another interviewee added "Group study was very useful." The ESP interviewees' responses included: "I know my English skills have definitely improved this class has been useful with my goal to acquire English skills. I have absorbed everything the teacher has answered to my questions, so yes, it's been helpful."; "Initially, I couldn't speak English at all. By taking this course, I started to realize the importance of English and to like English a little bit because of that. Now I am determined to study it even harder." In contrast, negative interview responses

from two of the RW2 interviewees suggested a lack of comprehension in class as detrimental to their orientation and therefore their ability to envision a future self-identity. One interviewee responded: “I couldn't achieve my goal. There were times I couldn't comprehend or speak in class.”; The other interviewee mentioned an improvement in speaking skill; “No I couldn't achieve my goal, but I gained awareness to speak better after taking this class, so it was good.” The positive responses among the TOEIC HB and ESP interviewees to the teaching pedagogies' influence on their orientation corresponds with a stronger ability to envision a future self-identity through the ideal-self in those classes.

The interviewees' responses (as shown in Appendix Q and Appendix S) to Interview Question 8 further indicated that ten out of twelve Study 1 interviewees felt they had a stronger ability to envision a future self-identity through the ideal-self in their classes at Tokai University during the fall 2014 semester. This supports generally positive questionnaire responses from Study 1 classes in questionnaire Section 1. Positive interview responses from the TOEIC HB interviewees included; “It is easy because my attitude to participate better in class is more visible compared to before”. Positive interview responses from the RW2 interviewees included; “I think it is easier to see myself as an English speaker the teacher gave us key words and phrases opening sentences popped in my head more smoothly.” There were two negative responses from students in the ESP class. One ESP student attributed their negative interview response to a noticeable gap in English language skills between themselves and other English speakers; “Even though I am studying English the best I can, there are far more people that can speak English better than me outside the class. So, I've noticed the gap and it makes me think that English hasn't gotten easier for me. But I can say that I am at a level where I don't feel English is difficult.” The other ESP student's negative response is attributed to a lack of autonomous study outside the classroom; “My English has improved since middle school and high school. But I still cannot picture myself speaking English in the future, so I should study harder, so I can envision myself doing so.”

The responses from the Study 1 interviewees (as shown in Appendix Q and Appendix S) to Interview Question 10 also produced several positive responses. Ten out of twelve interviewees indicated a change in plans or goals for using English in the future following their fall 2014 semester EFL classes. Some interviewees' responses referred to increased EFL study for career purposes or overseas travel: "I never really paid attention to English but after taking this course, my awareness towards English has changed and now it's been changed to where I will try to focus on studying English as much as I can."; "I want to go Home stay. I think I want to go abroad." Changes in some of the interviewees' future plans or goals were also academic based: "easier to speak if we remember more phrases. I started to study vocabulary and idioms because I found myself not being able to speak up in class because of my limited vocabulary."; "I hated the idea of taking TOEIC before, but I have changed and now think I should take the tests for my future." The interviewees' responses to Interview Questions 7, 8 and 10 in all Study 1 classes are representative of dual goal orientation (Hayashi, 2013; Noels, 2001a, 2001b).

In the case of the interviewees in Study 1, the teaching pedagogies had a positive effect on their orientation predominantly based in the classroom dimension. The students through questionnaire and more notably interview responses indicated that their goal was to improve their English language skills through teaching pedagogies used in the classroom. For the most part, the students' goals seem to be limited to what could be accomplished within the classroom environment (classroom dimension) and did not always extend to goals outside the classroom (social dimension) that supports the contentions of Hayashi (2013). However, there were some responses from the students that reflected the presence of both orientation dimensions.

Orientation based on a social dimension such as intercultural or international tendencies proved to be less prominent overall in all Study 1 classes. This included the TOIEC HB class where the teacher created an imagined TL community with some of the teaching materials and learning activities. The teaching pedagogies used in the classroom (classroom dimension) in Study 1 exerted influence on the ability of the students to envision a future self-identity through the construct of the ideal-self. For most of the

students the influence of teaching pedagogies was based on what they perceived as their immediate goals for English study within the classroom environment. The environment outside the classroom (social dimension) had less of an impact the students' long-term goals for English study that correlated with their vision of a future self-identity through the ideal-self but were still in evidence. It is noted that the teaching pedagogies used in the Study 1 classes enhanced the students' classroom orientation more than their social orientation, which may be attributed to the fact that the students were studying English in their home country. The results from Study 2 pertaining to the relation between the concept of dual orientation and the construct of the ideal-self produced different results from Study 1.

The results of the two questionnaires in Study 2 showed a general negative shift in Section 1 between the two questionnaires (as shown in Figure 4.9). The students' interview responses (as shown in Appendix R, Appendix T, Appendix U) related to orientation show a significant difference between classrooms in Japan and those in the U.S. for Interview Questions 7, 8 and 10 (as listed in Appendix E). The students' responses to interview Question 7 in the first interview (as shown in Appendix R and Appendix T) conducted in Japan following their Tokai University RW2 classes indicated that teaching pedagogies helped to develop a pathway to achieve English study goals that supported the students' ability envision a future self-identity through an ideal-self for one out of four. The students who answered yes to Interview Question 7 stated that their immediate goals included the ability to understand various English accents: (e.g., "I want to use to listen to some accent or dialect and my teacher is from England.") This suggested achievable goals for this student related more to an orientation based on the classroom dimension than the social dimension. Negative responses referred mainly to classroom variables such as the teacher's methodology (e.g., "my speaking skill improved by my teacher didn't always speak in English.") and class level (e.g., "I want to learn more difficult... I want more difficult class, but this class is a little easy for me.")

The responses to Interview Question 7 in the second Study 2 interview (as shown in Appendix R and Appendix U) conducted during the HTIC study abroad program were

unanimously positive. The students' responses reflected variables related to the classroom dimension similar to the first interview (e.g., "in the future, I want to speak English more fluently so in these classes I can only speak English and book is all English, so these classes help my goal.") However, other responses showed elements of the social dimension (e.g., "now I am not that afraid to speak to someone or we can try ask someone anything that is changed from before."; "I worried about my English's grammar or pronunciation and what I'm saying is correct or not I didn't want to speak so much but in this school, I have confidence more than ever so it's useful.") The responses suggested that the lack of opportunity to speak Japanese in the U.S., the foreign English language environment outside the classroom, and the increased opportunity to express opinions in English during group and pair work contributed to the students' ability to envision a future self-identity through an ideal-self. This is also evident in the students' responses to Interview Question 8.

In the first interview the students' responses to Question 8 (as shown in Appendix R and Appendix T) relating to the ability to envision a future self-identity through the ideal L2-self were divided evenly among the four students with two positive and two negative responses. When asked if it was easier to envision themselves using English in the future following their most recent class one student said: "yes, this class is a little easy, the class I had before was more difficult."; a second student responded "yes, one class I am talking in English only, so I'm used to speak in English." Negative responses mentioned a lack of preparation time for discussion classes (e.g., "No, in third semester class we prepared to discussion activities but in this semester's class, I didn't have enough time to prepare.") The students' second interview responses to Question 8 (as shown in Appendix R and Appendix U) showed positive responses from three out of four students. One student stated: "Yes, I can think, I speak English in my experience so maybe there will be easier to think I can speak English."; another said "Yes, I spoke a lot of English then I speak a lot of English until now, more two weeks."; and a third added "The situation is very different from before I'm in America. I take English classes." The fourth student answered with a negative response referring to the difficulty of learning English in general; "No, speaking English is very difficult for me so I'm

beginner yet.” Similar responses were found in the students’ responses to Interview Question 10 relating to future plans for speaking and using English.

The students’ responses to Interview Question 10 displayed more similarities between the first and second interviews than other questions relating to orientation. In the first interview three out of four students suggested that their future plans for speaking and using English changed from when they started the RW2 class (as shown in Appendix R and Appendix T). The students referred to an increase interest in speaking (e.g., “I like writing or reading books, but I didn’t want to speaking it before but recently I want to speak to other people more. So, I changed my mind.”) and a change of study habits (e.g., “I have to study more.”) One student mentioned an increased interest in English entertainment; “I started to watch American drama. Of course, they are good at speaking English so I’m trying to hear that.” The student who gave a negative response indicated no change in plans for studying English but expressed an interest in maintaining his current status; “no, I major in English, so I want to work in using English definitely”. In that respect this was not a negative response but shows the positive influence of teaching pedagogies on his orientation in the classroom.

The second interview produced the same number of positive responses as the first interview (three out of four) from the students to Interview Question 10 (as shown in Appendix R and Appendix U). However, reasons for changing plans for speaking and using English were slightly different. Among the positive responses the students mentioned the increased opportunity to speak English in the U.S.;" I read there is no opportunity to speak English in Japan. But now, I wanted to find a chance to speak English by myself because, I studied in English and I talked English outside, so I wanted to talk and use English more". Positive responses also referred to the increased opportunity for students to use English in future employment: “when I was in Japan, I have not purpose for using English but now my friend is working at McDonald in army, American camp in Japan. I want to work there and use English.”; “I want to use English in my future job” The one student who responded negatively to Interview Question 10 suggested a focus on present English study does not allow him to think about future

plans for English; “I’m concentrating on learning English so I’m not thinking about my future so far.”

The students’ responses both positive and negative in both studies supported Noels’ (2001a, 2001b) and Hayashi’s (2013) theory of dual goal orientations based on social and classroom dimensions. Noels (2013) proposes that the two dimensions are linked and combine to make up two core strands of L2/FL learning motivation. Hayashi (2013) contends that the students can lean toward one dimension of orientation but not the other. This contention is reflected in the students’ responses in Study 1 particularly to orientation related interview questions. The teaching pedagogies used in the teacher’s classes and the EFL classes the students had taken previously showed an influence on their orientation predominantly in the classroom dimension with little or no influence in the social dimension.

In Study 2, the teaching pedagogies used in the students’ RW2 classes at Tokai University had a more negative influence on their orientation in the classroom dimension. The students identified the teaching pedagogies utilized in the HTIC classes (classroom dimension) combined with the positive influence of the environment outside the HTIC classrooms (social dimension) as variables that provided them with pathways toward goals they have set for the future use of English. A clearer pathway to goal achievement for the students correlated with a more pronounced ability to envision a future self-identity through the ideal-self. Dual orientations can offer some insight into differences in the students’ responses to questionnaires, interview questions and the results of classroom observations, but additional explanations can be found by looking at variations in the construct of the ideal-self.

5.2.5 Variations of Ideal-self

The questionnaire responses from the students in Study 1 to Section 1, Statements 1, 3, 5 and 6 suggested the WTC in English was slightly more positive with the students in the RW2 and ESP classes but slightly more negative with the students in the TOEIC HB class by the end of the fall 2014 semester. The responses to Interview Question 4 (as shown in Appendix Q and Appendix S) from the interviewees in the ESP class indicated

that they were inspired to communicate with English speakers (native or L2) to a certain extent because of the teaching pedagogies used in class. The interviewees from the TOEIC HB and RW2 classes stated they were not inspired to communicate with English-speakers, but it was due mainly to the lack of opportunity rather than lack of motivation. These results showed an inconsistency between the questionnaire and the interview responses in the RW2 class that can be explained by variations in the type of ideal-selves.

Variations in the questionnaire responses, interview responses and class observations among the three Tokai University classes in Study 1 can be attributed to differences in an individual student's self-identity. The self-identity is subject to changes in variables such as contexts and environment over a period of time. Positive changes in questionnaire responses suggest that the students' attitudes toward the teaching pedagogies used during the semester in the teacher's classes were altered to a small degree. This result reflects Morita's (2012) and Mercer's (2012) contention that the students' self-concept can vary among individuals, contexts and environments, with some variables remaining stable while others change over time. Different variations of the students' ideal-self that the teaching pedagogies appealed to may have caused variations in the students' responses to questionnaires, interview responses and class observation. Two variations of ideal-selves: the personally agreeable self; and the professionally successful self, identified by Taguchi (2013), provide an explanation for fluctuations in the students' responses.

The Study 1 students' Questionnaire 1 responses (as shown in Figure 4.1) to Statements 1, 3, 5 and 6 (as shown in Table 4.1) show the teaching pedagogies used in the teacher's classes had minimal positive appeal for the students' personally agreeable ideal-self. The teaching pedagogies used in the teacher's classes had a slightly more positive effect except for the TOEIC HB class. Responses from the RW2 and ESP students to Questionnaire 2 indicated a slight increase in the desire to travel and communicate with others using English or using English in some capacity in the future. The students' responses show a positive effect of the teaching pedagogies on both the students' personally agreeable self and professionally successful self. This result contrasts

Taguchi's (2013) findings where communicative teaching pedagogies primarily appealed only to participants personally agreeable self.

A positive response to Interview Question 3 (as shown in Appendix Q and Appendix S) by one student in the RW2 class suggested that the teaching pedagogies had a positive effect on his professionally successful self; "Group work. I think it will come in handy when I'm working at a company, during business transactions or meetings." In addition, positive responses to Interview Question 10 from two students in the ESP class indicated the teaching pedagogies had a positive effect on their future plans for speaking and using English that relate more to their professionally successful self: "I'm in university and learning more English than before. I started to think I want to do something that uses English in the future to apply what I am learning."; "It changed in the sense that I begun to think I need to start planning to get English certificates for my future." While it is difficult to accurately match these students' interview responses with their questionnaire responses to ideal-self questionnaire statements in Section 1 the responses show some evidence that the teaching pedagogies used in Study 1 classes positively affected the different variations of ideal-selves in some of the students.

The teaching materials in all the teacher's Study 1 classes consisted primarily of textbook-based communicative class activities conducted in groups or pairs. Variations in specific learning activities based on the textbook as well as the teacher's own material among the three classes most likely contributed to a variation in responses to questionnaire statements and interview questions by the students in general. Learning activities followed the same basic group/pair work format in all three of the teacher's classes. However, the TOEIC HB and ESP classes included a speaking component in the form of role-plays and presentations that were not part of the RW2 class. While learning activities generally appealed to the students' personally agreeable and professionally successful selves in the ESP and RW2 classes they only appealed to the students' personally agreeable self in the TOEIC HB class.

Dissimilar results from the TOEIC HB students' questionnaire responses compared to the other two classes were attributed to a perceived lack of relevance or language utility

of teaching pedagogies to some of the students' professionally successful ideal-self. Less positive responses to ideal-self questionnaire statements by the TOEIC HB students and a larger percentage of negative responses to the Interview Questions 3,4,7,8 and 10 (as listed in Appendix E) related to the ideal-self by one TOEIC HB interviewee indicate teaching pedagogies did not completely address the professional or academic goals of all TOEIC HB students. Academic goals for these students included first and foremost the improvement of their TOEIC score through in-class TOEIC test practice. The results, which relate to the first research question in Study 1, are not consistent between questionnaire responses, interview responses and class observation, but the results from Study 2 showed more consistency.

The Study 2 students' questionnaire responses to Section 1 Statements 2 and 7 were generally more positive than the students' responses in Study 1 to the same questionnaire statements. However, the students' responses to the Section 1 statements in the second questionnaire show a higher potential for envisioning a future self-identity through the construct of the ideal-self after a short time in the HTIC study abroad program. The students' responses to questionnaire statements are supported by the difference in the interview responses between the first and the second interview to questions relating to the ideal-self. First interview responses (as shown in Appendix R and Appendix T) to Interview Questions 3,4,7,8 and 10 pertaining to the ideal-self suggested that teaching pedagogies used in the students' Tokai RW2 class appealed to some of the students' personally agreeable selves in the form of a WTC with English speakers in the future. They also show an appeal to some of the students' professionally successful self in the form of communication with English speaking foreigners at their place of employment. For the most part however, the students' first interview responses show that the teaching pedagogies used in the Tokai RW2 class generally had a more negative effect on the students' motive to pursue goals that appeal to either their future personally agreeable or professionally successful ideal-selves.

The second interview responses (as shown in Appendix R and Appendix U) support the students' responses to questionnaire statements but show stronger positive responses to questions pertaining to both the personally agreeable and professionally successful

ideal-self than responses from the first interview. All four students stated they aspired to use English in the future for oral communication in addition to improving other language skills such as reading and listening comprehension. Furthermore, Study 2 students expressed interest in utilizing English in one way or another in future employment. All the areas of language skill identified by the students are characteristics that are associated with the personally agreeable ideal-self and professionally agreeable ideal-self. Classroom observation (as shown in Appendix P) supported Study 2 questionnaire and interview responses and showed high levels of participation among the four students in each of the four HTIC classes. Overall, the teaching pedagogies used in all HTIC classes combined with the native English-speaking environment outside the classroom gave the students motive to pursue goals that appealed to both their personally agreeable ideal-self and professionally successful ideal-self. The positive effect on orientation in both classroom and social dimensions was consistent for the four students in all HTIC classes.

The teaching pedagogies used in classrooms in Study 1 and Study 2 combined with the individual student variables influenced the ability of the students to envision a future self-identity through the ideal-self but had minimal influence on their ability to envision a future self-identity through ought-to-self. In most cases the influence on envisioning a future self-identity through the ideal-self was positive but subject to the type of orientation and the type of ideal-self. The results of both studies reported in this thesis also found that in some cases the environment outside the classroom related to the environment inside the classroom. This relation positively or negatively influenced variables such as the students' attitudes, motivation and learning experience and contributed to their ability to envision a future self-identity. These results support findings in previous studies (e.g., Hiromori, 2013; Noels, 2013) that suggest engaging and motivating students in the L2/FL classroom requires a teacher to provide activities that create autonomous learning through self-motivation and foster relatedness through effective communication with the students. This was the case for the TOEIC HB and ESP classes in Study 1 and to lesser degree in the Study 2 RW2 classes and all the HTIC classes.

5.3 The Learning Environments' Influence on Affective Variables

The results of both studies indicated that learning environments influenced the students' overall learning experience and in turn affected their ability to envision a future self-identity. Learning environments included external variables in the classroom such as the teaching pedagogies and the teacher's demeanor but also encompassed external variables related to the cultural environment outside the classroom. Learning environments can also influence affective variables such as the students' attitudes and motivation. Findings in both studies reported in this thesis support claims by Mercer (2012) and Morita (2004) that learning environments influence both the students' self-identity and self-concept, two separate but interrelated concepts in SLA. Findings also support Lamb's (2011) contention that the students' vision of a future self-identity is influenced by variables such as autonomous and self-regulated learning in the classroom but may also be influenced by variables found outside the classroom. Findings further indicated support for Lamb's (2011) hypothesis that learning environments can affect the students' attitudes and motivation in different ways. The effect of the learning environments on students' affective variables produces a wide range of influences on their ability to envision a future self-identity in the classroom.

5.3.1 Attitudes

The question and statements in questionnaire Section 4 (as shown in Table 4.4) relate to the students' attitude toward their overall classroom environment. Questionnaire responses for Section 4 (as shown in Figure 4.4) showed the students in the TOEIC HB class had slightly more negative attitudes toward their class in general compared to attitudes toward EFL classes they had taken previously. The TOEIC HB students' responses to Section 4 contrasted those of the ESP and the RW2 students which showed a slight increase in positive attitudes toward their classes by the end of the fall 2014 semester when compared to their attitudes toward EFL classes they had taken previously.

In general, the TOEIC HB and the RW2 students' responses to questionnaire Section 4 reveal that the teachers in both their past and present EFL classes contributed more to negative attitudes than positive ones in their overall learning experience. Through their

responses the students in the TOEIC HB and RW2 classes expressed that classroom environments they have experienced were not completely conducive to envisioning a future self-identity. The students in the ESP class tended to respond more favorably to questionnaire statements in Section 4 and showed the most significant positive change overall in their attitudes between their current class and EFL classes they had taken previously. The interview responses to Interview Questions 1, 2, 5 and 9 (as listed in Appendix E) pertaining to the students' attitude toward their learning experience gave more insight into reasons for changes in their attitudes as reflected in their questionnaire responses regarding the teacher's three classes.

Three out of four RW2 students' responses to Interview Question 1 (as shown in Appendix Q and Appendix S) showed a preference for the class textbook and their responses to the Interview Question 2 (as shown in Appendix Q and Appendix S) indicated a preference for a variety of structural and task-based group or pair work activities. For this class the teacher-based teaching pedagogies mainly on exercises from the class textbook. The students noted in their responses that the class textbook was relatively easy to use as pictures that accompanied the text assisted in higher levels of comprehension. They also noted that group/pair activities gave them the opportunity to exchange opinions with other classmates. However, in response to Interview Question 5 (as shown in Appendix Q and Appendix S) most of the RW2 interviewees cited difficulties understanding the teacher as being the most detrimental to their overall EFL learning experience. This may account for the negative responses in Questionnaire 2 Section 4. Despite mainly negative responses to Questionnaire 2 Section 4 statements pertaining to attitudes, the RW2 interviewees did note in responses to Interview Question 9 some minor positive changes in their overall attitudes toward English.

The students' responses to the Interview Questions 5 and 9 related to attitude showed that RW2 interviewees attributed their negative perception of the learning environment inside the classroom to a lack of comprehension when engaged in English interaction with the teacher as well as a perceived lack of support in the classroom from the teacher. The classroom environment and the negative points addressed by three out of four RW2 interviewees as outlined in Chapter 4 suggested a higher possibility of EFL learning

anxiety and lower self-efficacy rates leading to demotivation as outlined in Hiromori (2013). In this case demotivation lead to more negative attitudes in the classroom but did not significantly affect the ability among some of the students to envision a future self-identity. This is evident in mainly positive responses (as shown in Appendix Q and Appendix S) to Interview Questions 3 and 8 that showed a higher probability of envisioning a future self-identity after taking the class.

The responses to Interview Question 1 from the interviewees in the TOEIC HB class (as shown in Appendix Q and Appendix S) indicated preferences toward teaching materials such as DVDs and TOEIC practice question handouts. The responses to Interview Question 2 show group task-based activities such as role-plays were favored among three out of four interviewees. Positive responses to Interview Question 5 from all the TOEIC HB interviewees point to positive attitudes toward group activities. This produced a positive classroom environment for learning among these students that allowed for a clearer vision of future plans that involved the use of English. However, like the RW 2 interview responses, the TOEIC HB interviewees' responses did not correspond to the more negative attitudes shown in general Questionnaire 2 responses in Section 4 from all the students in the TOEIC HB class.

The reasons for the discrepancy between questionnaire and interview responses for the TOEIC HB class can be explained through the concept of language utility. One interview student suggested that the teacher's class provided insufficient TOEIC test practice. The teaching pedagogies such as interactive role-play activities simulating an American homestay experience provided less incentive for some of the students who preferred to practice TOEIC test questions. This could account for more negative attitudes shown in Questionnaire 2 Section 4 responses of likeminded students who were not part of the interview group. Despite the mainly negative responses to the amount of TOEIC test practice Interview Question 9 showed largely positive changes in future English study habits for all TOEIC HB students who were interviewed similar to RW2 students' interviewees' responses to Interview Question 9.

The ESP students' interviewees' responses to Interview Question 1 show that teaching materials such as the class textbook, the textbook DVD were preferred by three out of four interviewees and occasional print handouts was preferred by one interviewee. Learning activities such as group and pair work used in task-based and structural activities were also favored by all interviewees according to the responses to Interview Question 2, similar to responses from the TOEIC HB and RW2 interviewees. The ESP interviewees' responses to Interview Questions 1 and 2 showed the opportunities to use English during group and pair exercises were significant in developing positive attitudes toward English study for those students. The responses to Interview Question 9 showed the teaching pedagogies used in the ESP class produced positive changes in the interviewees' attitudes toward English study and the use of English with all of them indicating it would have a greater importance in their lives in the future. Study 1 data showed some positive relation between the students' attitudes and the ability to envision a future self-identity although inconsistent between the three participant classes. Study 2 data indicated the learning environments both inside and outside the classroom had a more consistent positive effect on the attitudes of the students and their ability to envision a future self-identity than they did with the students in Study 1.

The results suggest that the students in Study 2 had more positive attitudes towards the teaching pedagogies than the students in Study 1. This supports a higher probability for envisioning a future self-identity among the Study 2 students. The responses to Questionnaire 1 and Questionnaire 2 Section 4 from the Study 2 students (as shown in Figure 4.8) were generally more positive than the Study 1 students' responses to the same section. This indicated favorable attitudes among the students toward the learning environment in RW2 classrooms at Tokai University as well as classrooms at HTIC. Responses to Questionnaire 2 Section 4 showed a significant increase in positive favorable attitudes toward the classroom environments at HITC over those at Tokai University. The teaching materials, the learning activities, the teacher's instruction methodology and the overall classroom environment in HTIC classes produced mainly positive attitudes among the students. The responses Questionnaire 2 Section 4 also suggested these variables inspired the students to continue with English study in the future and are noted as a positive correlation with them envisioning a future self-identity.

The responses from the students' in Interview 1 and Interview 2 in Study 2 (as shown in Appendix R, Appendix T, Appendix U) supported Questionnaire 1 and Questionnaire 2 responses for the students' attitudes and the correlation with the ability to envision a future self-identity. The responses to Interview Question 1 showed a slight difference in the students' preferences for teaching materials between the different classroom environments at Tokai University and HTIC. In the Tokai University RW2 class the students expressed a preference for both grammar and reading textbooks, card games, and quizzes. The last two teaching materials were preferred by two of the students because they increased the opportunity to communicate with classmates in English and provided them with more input about western culture. In the HTIC classrooms three out of four students expressed a preference for the novel *Big Fish* and one student indicated a preference for handouts provided by the teacher.

Preferences expressed by the students during both the interviews indicated a positive reaction to the teaching materials that promoted the improvement of reading and pronunciation skills. The responses to Interview Question 2 in both the first and second interview showed that the learning activities that garnered positive responses in all classroom environments at Tokai University and HTIC were ones that incorporated group and pair work. Group speaking activities that provided the opportunity to communicate in English with group members produced positive feedback from the students both in Tokai University classes and HTIC classes. The students' attitudes toward teaching materials and learning activities were consistent between the classroom environments. Between the two studies the students' responses to Interview Question 5 related to the teacher's demeanor were more diverse while their responses to Interview Question 9 which related to plans for future use of English were more consistent.

Study 1 interview responses to Question 5 (as shown in Appendix R and Appendix T) showed that the use of Japanese by the teacher in class combined with a lack of instruction was detrimental to the attitudes of two of the four interviewees. A response to the same question in Study 2 indicated a higher percentage of positive attitudes among the students and is attributed to a greater opportunity for the students to communicate in English with each other and with the native English-speaking teacher in the HTIC classes.

Interactive activities that had the students produce output in English along with input in English account for the main difference in the students' attitudes between the two studies. Overall, positive attitudes toward teaching pedagogies were most prevalent among the students in the ESP class at Tokai University in Study 1 and all the students in the Study 2 HTIC classes. Both the ESP class in Study 1 and the classes the Study 2 HTIC classes had the most international focus among the classes who participated in this research project.

Although the differences in the students' attitudes toward teaching pedagogies were evident between classes in Study 1 and Study 2, future plans that included using or studying English were similar. In Study 1 and Study 2 the students' responses to Interview Question 9 reveal that all students had the intention of continuing to pursue goals related to English study following their Tokai University classes or their HTIC classes. The students in Study 1 talked about future plans that included TOEIC/TOEFL test completion and participating in a study abroad program such as the one offered at HTIC. In Study 2, the students expressed interest in communicating more with English-speakers and an increased effort in their English studies. Data collected from the questionnaires and interviews in Study 1 and Study 2 relating to the constructs of the ideal-self, ought-to-self, orientation and attitudes correlated to a certain extent with data collected from the questionnaires and interviews relating to motivation. Data collected on the students' motivation reflect Gardner's (1985) contention that motivation in L2/FL learning is closely linked with orientation and reflects positive attitudes and effort toward learning a language.

5.3.2 Motivation

Motivation is a difficult variable to define and isolate. In Study 1 and Study 2 motivation is examined as it relates to the combined influence of the students' attitudes, orientation, the teaching pedagogies and their overall learning experience on their ability to envision a future self-identity. The Study 1 discussion presented in Sections 5.2.3 and 5.2.4 of this chapter focused on the effect teaching pedagogies had on the orientation of the students regarding English study. For several the students in Study 1 the effect of the teaching

pedagogies on their orientation was positive and the teaching pedagogies provided most students with a means to pursue goals they set for English study. Section 3 of the student questionnaire (as shown in Appendix A and Appendix B) is the most relative in terms of questions that pertain to the students' motivation to achieve study goals. The responses to Section 3 of the questionnaire from the students in Study 1 (as shown in Figure 4.3) showed the TOEIC HB students had slightly higher levels of motivation than the students in the RW2 class but lower levels than the students in the ESP class. The results also showed that the teaching pedagogies used in the TOEIC HB students' EFL classes taken prior to the teacher's classes provided slightly higher levels of motivation for students in general. In contrast, the interviewees from the TOEIC HB class indicated that their overall learning experience was more positive in the teacher's class.

The TOEIC HB interviewees' responses (as shown in Appendix Q and Appendix S) to Interview Question 5 (as listed in Appendix E) cite a classroom environment created by the teacher that included opportunities to use English in group and pair work and had a positive impact on their motivation in the classroom. One interviewee noted; "not working alone but forming groups elicited motivation from each one of us." The promotion of an imagined TL community in the class through the learning materials (e.g., class textbooks) and the learning activities based on a home stay program in the U.S. also resulted in positive feedback from all TOEIC HB interviewees in Interview Question 2 (as shown in Appendix Q and Appendix S). The positive feedback was evident when the interviewees were asked about future plans for using English. In their responses (as shown in Appendix Q and Appendix S) to Interview Question 9 (as listed in Appendix E) four out of the four TOEIC HB interviewees had positive attitudes toward studying English. Three out of four TOEIC HB interviewees expressed an interest in continuing to use English in some capacity in the future and two of the interviewees indicated an increased interest in participating in a home stay program or studying English abroad.

The TOEIC HB interviewees' responses to Interview Question 9 give some weight to the claims of Aubrey and Nolan (2013) and Yashima (2013) who outline the benefits of developing an imagined TL community in the classroom. Both Aubrey and Nolan (2013) and Yashima (2013) suggest imagined TL communities in the classroom enhance and

improve the international posture and WTC in English of the students who do not have the opportunity to study an FL abroad. This proved to be the case for many of the TOEIC HB students particularly the interviewees whose responses suggested an enhanced orientation and a greater ability to envision a future self-identity that correlated with higher levels of motivation.

The RW2 students' responses to Questionnaire 2 Section 3 (as shown in Figure 4.3) reflected the TOEIC HB students' responses to the same section to a certain extent. For the RW2 students in general the effect of the teaching pedagogies on their motivation to pursue English study goals and the ability to envision a future self-identity showed higher levels in EFL classes the students took prior to the RW2 class. On the other hand, the questionnaire responses from the students in the RW2 class to Questionnaire 2 Section 4 (as shown in Figure 4.4) were slightly more positive regarding the way teaching materials were utilized, the teacher's demeanor and overall classroom environment in the RW2 class over previous EFL classes they had taken. Lower motivation levels in the RW2 class when compared to the other two classes in Study 1 were reflected mainly in the interviewees' responses to Interview Question 5 (as listed in Appendix E). Three of the RW2 interviewees' responses showed a lack of self-efficacy due to low comprehension and what one student perceived as insufficient support from the teacher during classroom activities. These variables appeared to translate into lower participation rates during classroom activities by several students in the RW2 class and noted by the teacher during observation of the class (as shown in Appendix P). Classroom observation of the RW2 class revealed minimal effort on the part of many students that reflected the lower levels of motivation indicated in the interview responses but completely not reflected in the questionnaire responses.

In contrast to the mainly negative responses to Questionnaire 1 and Questionnaire 2 Section 3 statements and Interview Question 5, three out of four of the RW2 interviewees gave positive feedback to Interview Question 9 (as shown in Appendix Q and Appendix S). The responses from RW2 interviewees indicated a positive change in the way the students viewed English study that provided an incentive for them to continue in the future. One RW2 student stated; "I am more motivated in learning English compared to

the past. I am now aware of many useful phrases because my teacher wrote them down for us and I buy English books. It changed for the better". Responses such as these signified that despite an overall lack of comprehension of teaching materials and learning activities and a perceived lack of support from the teacher on the part of some students in the RW2 class the motivation remained to engage in further English study in the future.

The ESP students' responses showed the highest levels of positive motivation, which correlated with the greatest potential of the three Study 1 classes for envisioning a future self-identity. The questionnaire responses to Section 3 (as shown in Figure 4.3) point to a more positive reaction from the students to the teaching pedagogies and the learning environment in the teacher's class compared to their previous EFL classes the students had taken. The ESP students' questionnaire responses to Section 3 were more favorable overall than the TOEIC HB and RW2 classes. The two questionnaire items that recorded the highest positive responses were Statements 2 and 3 (as shown in Table 4.3 and Figure 4.3). The students found the learning activities and the instruction method were the most conducive to a positive learning experience in the ESP class. The questionnaire data from the ESP class in general is mostly supported by the interview responses from the four ESP interviewees and similar the interview responses from the TOEIC HB interviewees. Ample opportunities to speak and listen to English in class combined with an exchange of answers and opinions in English in a group setting led to more positive attitudes among the students in the ESP and the TOEIC HB classes. This result was supported by increased levels of participation noted in class observation (as shown in Appendix P) that indicated higher levels of motivation in the classroom as observed by the teacher.

The students in the ESP class were international studies majors at Tokai University; the topics of gender roles in western society and human migration were examined in the class from a global perspective. The international nature of the topics combined with the teaching pedagogies used by the teacher fostered positive attitudes and higher levels of participation among the students in the ESP class. In turn the teaching pedagogies had the most positive effect on the students' ability to envision a future self-identity among the three classes in Study 1. The overall learning environment in the ESP class allowed the students to see themselves achieving goals for future English study and showed support

for Hayashi's (2013) image/goal dichotomy. In the case of ESP class, the learning environment created clear tangible immediate/specific goals that the students could realize in their current academic environment. The topics discussed in the ESP class and the teaching pedagogies used by the teacher created interest among the students and encouraged communication in English in the classroom. These variables correlated with more positive attitudes, a more enhanced ability to envision a future self-identity and to higher levels of motivation among the ESP students than the students in the TOEIC HB class or the RW2 class.

The effect of the teaching pedagogies on both the attitudes and the motivation of the students in Study 1 is attributed to the relativity of topics covered by the teaching materials and learning activities. The teaching materials and learning activities used were similar among the teacher's three classes but the learning context (e.g., topics covered in class) was different. For example, the TOEIC HB class focused mainly on issues related to TOEIC test practice and study abroad homestay scenarios in the TL community, the RW2 class centered on topics such as famous people and driving problems, and the ESP class looked at gender roles in western society and human migration patterns around the world. This shows that the effect either positive or negative of the teaching pedagogies in each class had a correlation to language utility.

The difference in how learning activities affected the students' attitudes and motivation lies in the relative nature of the topics used in each Study 1 classroom. The image/goal dichotomy was achieved most notably in the ESP class with international topics. It was also achieved to a certain degree in the TOEIC HB class by activating the interest of some students in homestay study abroad programs through the implementation of an imagined TL community. Conversely, topics from the textbook and related learning activities in the RW2 class lacked an element of relatedness to the students and created demotivation, which negatively affected their ability to envision a future self-identity. Demotivation among the RW2 students correlated with negative attitudes among some of the students in the class. Therefore, the students in the TOEIC HB and RW2 classes had the least chance of developing and activating their ability to envision a future self-identity then the ESP students.

The questionnaire and the interview results in Study 1 show support for Demmacco's (2009) contention that it is the classroom teacher that ultimately can control classroom variables such as learner autonomy and self-motivation strategies to influence the students' attitudes and motivation levels during class activities. The RW2 students' less favorable attitudes toward the teaching pedagogies but increased WTC with English-speakers showed some positive influence occurring from teaching pedagogies in that class. In general, the students in the RW2 class displayed the least potential of the three Study 1 classes for motivation to participate in class activities and the ability to envision a future self-identity, which most likely stemmed from a lack of perceived self-efficacy. Certain variables of international posture as described by Yashima (2002) were present in all three classes despite less than favorable attitudes toward the teaching pedagogies by some of the students. The presence of certain variables of international posture indicated the potential for at least some of the students in each class to develop their ability to envision a future self-identity through the process of identification with the self-concept as suggested by Dörnyei and Csizer (2002) but at inconsistent levels across the three classes.

The students in the TOEIC HB and ESP classes displayed favorable attitudes toward the task-based teaching pedagogies used by the teacher as evident in the questionnaire and the interview responses. However, students in the RW2 class expressed less than favorable attitudes toward both structural and task-based teaching pedagogies. For the most part positive attitudes and generally higher participation rates for teaching pedagogies using task-based activities in the TOEIC HB and ESP classes correlated with a reported heightened ability among the students to envision a future self-identity. For the students in the RW2 class less favorable attitudes towards the teaching pedagogies using both task-based and structural activities correlated with a reported increase in WTC with English-speakers both native and L2 as well as providing a potential pathway to English study goal achievement. The RW2 students displayed more negative attitudes and motivation toward teaching pedagogies but more WTC than the other two Study 1 classes.

For the students in the TOEIC HB and ESP classes it can be deduced that task-based teaching pedagogies and international based topics used by the teacher created a higher level of interest in international activities such as jobs and travel. It is this interest that

influenced the students' attitudes toward English in both their current classroom situation and in their future. In turn, envisioning international activities or having a more developed international posture as defined by Yashima (2002) has produced a stronger ability to envision a self-identity for students in the TOEIC HB and ESP classes. However, the results of Study 2 showed a higher percentage of positive feedback on the motivation variable than the three classes in Study 1. The Study 2 students' responses to the Questionnaire 1 and Questionnaire 2 Section 3 (as shown in Figure 4.7) indicated they had a higher percentage of positive opinions regarding the influence of class teaching pedagogies on their motivation and the ability to envision a future self-identity than the students in Study 1. The responses further implied that the students' opinions of teaching pedagogies on these two variables were more negative in the Tokai University RW2 class than in the HTIC classes. The Study 2 students' interview responses supported data from Questionnaire 1 Section 3 that showed more negative attitudes among the students toward their Tokai University learning experience.

The Study 2 interviewees cite difficult discussion themes, excessive use of the L1 (Japanese) and a lack of classroom support on the part of the teacher as reasons for mainly negative attitudes. This result showed similarities with the questionnaire and interview responses from the RW2 students in Study 1. The interview responses from Study 2 students further indicated an increase in positive attitudes toward their learning experience at HTIC and cited interesting learning activities such as games, exclusive use of English in class leading to easier comprehension and increased class student/teacher interaction. The Study 2 students' responses to Questionnaire 1 and 2 and their responses to the first and second interview indicate a higher positive correlation between learning environments and the potential for envisioning a future self-identity and was most notable in the HTIC classes.

The responses to Interview Question 1 and Interview Question 2 (as listed in Appendix E) from the first Study 2 interview at Tokai University and the second interview at HTIC showed preferences for different teaching materials but similar learning activities. The students preferred game-based learning activities in Tokai University classes but print-based teaching materials in HTIC classes. Favorable attitudes toward the teaching

pedagogies at HTIC correlated with studying in a classroom environment situated in the TL community and were mainly evident in the students' interview responses from the second interview at HTIC. This result tends to support Yashima's (2002) contention that globalization plays a significant role in FL motivation by changing the focus of the students' attitudes toward specific TL communities to a focus on international activities.

In the case of the students in Study 2 the classroom learning environment that was situated in the TL community influenced their more positive attitudes toward the teaching pedagogies and in turn their motivation in that environment. Consequently, as stated in the discussion of the first research question, the HTIC study abroad students could more readily envision some degree of a future self-identity. Their perceived future self-identity mainly took the form of travelling to foreign countries and using English and occurred after a short period of time in the study abroad program. The opportunity for the Study 2 students to engage in intercultural contact, develop international posture and foster intercultural communication was more evident in classes conducted at HTIC than their classes at Tokai University, which is attributed in part to the environment the students encountered outside the classroom in addition to the environment inside the classroom.

5.4 Summary

The results of Study 1 showed varied outcomes related to the positive influence of the teaching pedagogies on orientation and how this affected the students' ability to envision a future self-identity through the constructs of the L2 motivational self-system particularly the ideal-self. The greatest negative influence from the teaching pedagogies on orientation related to the construct of the ideal-self and was found mainly in the RW2 class while the most positive influence was found mainly in the ESP class and related to the ideal-self. The TOEIC HB class showed more moderate positive and negative influences placing it between the other two classes. Communication with classmates, teachers and English-speakers in English was reported to be the most significant English study goal to attain for most of the students in Study 1 and indicated higher levels of classroom orientation over social orientation.

The results of Study 2 showed that the teaching pedagogies used in a native English-speaking environment such as the HTIC classes conducted in the U.S. generated positive orientation among the students that correlated with the development of the ability to envision a future self-identity through the construct of an ideal-self. It is evident in Study 2 that variables outside the HTIC classroom provided an additional influence on the teaching pedagogies used in the classroom and together created a positive influence on the students' ability to envision a future self-identity through the construct of the ideal-self. The teaching pedagogies had minimal influence on orientation in the social dimension in the students' Tokai University classes but a significant positive effect on orientation in the classroom dimension similar to the results from Study 1.

The results of both studies showed that learning environments which provided teaching pedagogies that stimulate the students' WTC in English both inside and outside the classroom produced the highest potential for developing their ability to envision a future self-identity. When the Study 2 students participated in classes at HITC they showed similar traits to the ESP students and to a lesser extent the TOEIC HB students in Study 1 regarding the influence of the learning environment their ability to envision a future self-identity. The opportunity for the students to engage in intercultural contact, develop international posture and foster intercultural communication was possible in the TOEIC HB class through study abroad type learning activities (e.g., the imagined TL community) and in the ESP class through international topics explored through a global perspective. The RW2 students in Study 1 displayed less potential of developing the ability to envision a future self-identity despite the international nature of topics covered in the class. This result is attributed to lower self efficacy, the presence of language anxiety and demotivation. The content in the Study 1 RW2 class was international in nature but lacked language utility for students resulting in more negative attitudes and lower levels of motivation correlating with a lower potential to develop their ability to envision a future self-identity through constructs of the L2 motivational self system. These conditions created a certain amount of language anxiety among RW2 students when compared to other Study 1 classes.

The results from both studies showed that the students in Study 2 possessed more overall potential for developing the ability to envision a future self-identity in all constructs of the L2 motivational self system in their HTIC classes. This potential was greater in their HTIC classes than in their RW2 class at Tokai University and greater when compared to the students from classes in Study 1. The students in Study 2 showed improved attitudes toward teaching pedagogies in the HTIC classroom environment over the classroom environment at Tokai University. The classroom environment at HTIC provided students with greater opportunities for intercultural contact, the development of international posture and intercultural communication which correlated with favourable attitudes toward the teaching pedagogies. The combination of these variables produced a more favourable environment for the students in Study 2 to envision a future self-identity which had a notable positive influence on their attitudes, motivation and orientation.

The results from both studies supported contentions by Aubrey and Nowlan (2013) that both intercultural contact and international posture affects FL student's perceived self identity relevant to the TL or the international community. The exposure to intercultural contact and an improved international posture for the students in the studies presented affected their attitudes toward English study and their motivation. The Results of both studies further illustrate Yashima's (2013) claim that a key principle of foreign language learning is the incorporation of motivation to communicate with different people from the TL community, experience varied views and integrate these views to take on new ones as important steps in the development of intercultural competence.

In Study 1, the TOEIC HB and ESP classes incorporated teaching pedagogies which encouraged autonomous learning, intercultural contact and provided topics that were relevant to the students. The teaching pedagogies had the most positive effect on the TOEIC HB and the ESP students' orientation, attitudes, motivation and the ability to envision a future self-identity. The teaching pedagogies had the least positive effect on the RW2 students due mainly to topics that were not relevant to the students but also due to lower comprehension and lack of perceived language utility. In Study 2 the teaching pedagogies used in all HTIC classes produced a more positive effect on the students' orientation, attitudes, motivation and the ability to envision a future self-identity than their

Tokai RW2 class as well as the classes in Study 1. These results are attributed to the opportunity for the students in Study 2 to engage in autonomous learning inside the classroom with topics that they feel were relevant to them and their English study goals in the HTIC classes. In addition, the chance to take part in intercultural contact in an English-speaking environment outside the classroom through class field trips and through daily encounters in Hawaii were significant variables in Study 2.

Chapter 6

Conclusions and Implications

6.1 Conclusions

The two studies have examined the effect that teaching pedagogies had on affective variables such as orientation, attitudes and motivation among Japanese EFL students in different classroom environments. The two studies also sought to determine to what degree the influence of the teaching pedagogies on affective variables related to the students' ability to envision a future self-identity through the three constructs of the L2 motivational self-system: the ideal-self; the ought-to-self; and the learning experience. The relation between the effect of the teaching pedagogies on the students' affective variables and their ability to envision a future self identity was examined in eight different classroom environments with two research questions (as shown on pp. 3-4).

There was not a significant shift from negative to positive questionnaire responses with respect to the three constructs of the L2 motivational self system in any of the Study 1 classes at Tokai University. However, the results from the TOEIC HB and ESP classes indicated that topics which centered on international or global issues corresponded with many of the students' goals for studying and using English in the future. This compatibility between the topics used in the TOEIC HB and ESP classes and the students' goals for studying English created a more positive outlook regarding orientation among the students in those classes which encompassed present and future English study. This relation also produced a positive affect on the students' ability to envision a future self-identity.

The teaching pedagogies used by the teacher in Study 1 produced favourable conditions for envisioning a future self-identity particularly through the construct of the ideal-self for the students in the TOEIC HB and ESP classes. Creating language utility through teaching pedagogies resulted in improved orientation, increased positive attitudes and higher levels of motivation among the ESP students and among lower numbers of the TOEIC HB students. The perception of language utility among the students in the ESP and TOEIC HB classes proved to be instrumental in the development of their ability to

envision a future self-identity particularly in the construct of the ideal-self while at the same time enhancing their learning experience.

The TOEIC HB students expressed generally negative attitudes toward teaching pedagogies in their questionnaire responses which indicated lower levels of motivation and a lack of orientation. Conversely, three out of four of the TOEIC HB interviewees expressed positive attitudes toward their overall learning experience. For those three TOEIC HB interviewees the use of an imagined TL community based on an English study abroad/home stay program produced only slightly negative attitudes and lower levels of motivation when compared with the other two classes. The most notable shift towards a clearer orientation, positive attitudes and higher levels of motivation was displayed among the students in the ESP class and correlated with favourable conditions for envisioning a future self-identity mostly through the construct of the ideal-self. The mainly positive affect of teaching pedagogies on the ESP students' affective variables is attributed to the topics discussed in a global context that related to the students' interests. The students in both the TOEIC HB and ESP classes did not display a high degree of language anxiety which contributed to more positive results than the RW2 class.

The presence of language anxiety among the RW2 students negatively affected their ability to envision a future self-identity but the students reported a slight increase in positive attitudes and motivation through their questionnaire and interview responses that related to an increased WTC with English speakers. The teaching pedagogies used in the RW2 class had a positive affect on variables of intercultural communication as outlined by Yashima (2013), specifically the motivation to communicate with dissimilar others but was limited by a lack of opportunity for the students to put this into practice. In the end, language anxiety and low self efficacy evident among most of the RW2 students reduced their motivation to participate in learning activities in the classroom and curtailed their ability to see themselves using English in some capacity in the future. A similar result was noted in Study 2 with the students' RW2 class at Tokai University.

In Study 2, the teachers in the students' RW2 class at Tokai University used similar teaching pedagogies to the teacher's RW2 class in Study 1. The Study 2 RW2 teaching pedagogies generally centered on task-based and structural activities conducted in groups or pairs using a standardized class textbook accompanied by a limited variety of learning materials in a similar structure to the teacher's RW2 class in Study 1. Negative attitudes among the students toward their RW2 class at Tokai University were attributed mainly to the teachers and their teaching pedagogies particularly the use of the L1 (Japanese) extensively in one of the RW2 classes. Language anxiety may have also had an influence on the students' attitudes as most of the students expressed that difficult discussion topics diminished their motivation to participate in class discussions. However, the students stated in interview responses that their overall attitudes toward English study in general changed to a certain degree following the fall 2014 semester at Tokai University. The students stated they would take TOEIC and TEOFL tests, use English more and looked forward to participating in the HTIC short-term study abroad program. Teaching pedagogies used in the Tokai University RW2 class produced a slight change in short term orientation for the Study 2 students but their ability to envision long term goals related to a future self-identity through construct of the ideal-self or the ought-to-self was minimal.

In the HTIC English short-term study abroad classes the teachers used a slightly different set of teaching pedagogies than teachers at Tokai University which also varied between the four HTIC classes. The learning activities were student centered in all HTIC classes which gave the students increased opportunity to communicate with their classmates in English as well as promote a certain amount of autonomy. This approach produced a significant change in the students' orientation, attitudes and motivation at HTIC compared to their RW2 class at Tokai University and resulted in an increased ability to envision a future self-identity.

The students in Study 2 showed a significant increase in positive attitudes toward teaching pedagogies and the general class environment in their study abroad classes at HTIC compared to their Tokai University RW2 class. Positive attitudes toward the teaching pedagogies and the overall learning environment were more prevalent with the

Study 2 students during their HTIC classes. The questionnaire responses, interview responses and class observation showed an increase in positive attitudes among the students in all HTIC classes which related to an improvement in their ability to envision a future self-identity. This shows that studying the TL in the TL community in conjunction with the teaching pedagogies used in the classroom can have a positive affect on the students' attitudes, orientation and motivation to participate in class activities which in turn positively affects the students' ability to envision a future self-identity.

The teaching pedagogies that offered students the opportunity to engage in intercultural contact, develop international posture and intercultural communication had the most positive influence on their motivation to participate in learning activities in the classroom and their ability to envision a future self-identity. This was most evident in the Study 1 ESP class and to a lesser extent in the TOEIC HB but not the RW2 class where students expressed a substantial amount of language anxiety or a lack of perceived language utility related to the teaching. Study 2 showed that teaching pedagogies gave the students in the Tokai University RW2 classes fewer opportunities to engage in intercultural contact, develop international posture or foster intercultural communication but HTIC classes revealed an improved ability among the students to envision a future self-identity that related to positive attitudes toward the teaching pedagogies, motivation to participate in classroom activities and clearer orientation.

The studies found that the effect of teaching pedagogies on the students' attitudes, motivation, orientation and ability to envision a future self-identity varied depending on the variables inside the classroom (Study 1 and Study 2) and variables outside of the classroom (Study 2). In Study 1 variables outside the classroom did not have a significant impact on the results of the study, but in Study 2 variables inside and outside the classroom did have a notable impact on results. In Study 1, the effect of teaching pedagogies on the students' ability to envision a future self-identity was mainly positive for the ideal-self and the overall learning experience of students in the TOEIC HB class which incorporated an imagined TL community. The effect of the teaching pedagogies on students in the ESP class who studied topics that focused on gender roles and

immigration from a global perspective also produced positive results for the students' ability to envision a future self-identity within an ideal-self and through their overall learning experience. A more negative effect was evident in the RW2 class, but the teaching pedagogies did enhance a WTC with English-speakers among the RW2 students. In Study 2, the effect of teaching pedagogies on the ability to envision a future self-identity through the constructs of the ideal-self and their overall learning experience was mainly positive among the four students most notably in the HTIC classes. The ought-to-self did not change significantly among the students in any of the classes in either study. The limited effect of teaching pedagogies on students' ought-to self indicated that the teaching pedagogies used in all the classes did not affect the students to any significant degree regarding the opinions of external sources (e.g. parents, teachers, peers) on what students should do or what they should avoid doing to become successful English speakers.

The results of the two studies presented showed that internal classroom variables associated with teaching pedagogies played a significant role in influencing the students' overall learning experience in positive or negative ways which related to their ability to envision a future self-identity. Results of the two studies also revealed that the influence of internal classroom variables such as teaching pedagogies related to the influence of external classroom variables such as the location of the classroom. The Study 1 students studied EFL in their home country, some experienced an imagined TL community and internationally focused content (TOEIC HB) and others only experienced internationally focused content (ESP) through teaching pedagogies. This allowed the students in those classes the opportunity to relate in a simulated situation with TL communities that were not readily accessible, improve their ability to envision a future self-identity, enhance motivation to learn English and improve intercultural communication as outlined in Yashima (2013). The teaching pedagogies used in the RW2 class also focused on international content but produced a certain amount of language anxiety among the students. The teaching pedagogies reduced the RW2 students' ability to envision a future self-identity but increased their WTC with English speakers despite a perceived lack of opportunity.

The teaching pedagogies used in the Study 2 Tokai University RW2 class gave the students the opportunity to achieve short-term goals related to English study. However, the teaching pedagogies produced a minimal positive effect on the students' ability to interact in a simulated situation with TL communities that were not readily accessible. This negatively affected the development of the students' WTC with native and non-native English speakers and their ability to envision a future self-identity within the ideal-self but did not negatively affect their ability to envision a future self-identity through the ought-to-self. In contrast, close proximity to the TL community combined with student-centered teaching pedagogies that promoted autonomy employed in all the classes at HTIC produced improved attitudes, higher levels of motivation and an improvement of orientation for the students in both classroom and social dimensions. In addition, HTIC classes provided more opportunities for the students to directly relate to the TL community which provided a more positive overall learning experience and the opportunity to develop the ability to envision a future self-identity when combined with student-centered autonomy focused teaching pedagogies used in the classroom. This result was strongest for the students through the construct of the ideal-self.

The two studies showed a relation between Japanese EFL students' overall learning experience in the classroom and their ability to envision a future self-identity. Teaching pedagogies both task-based and structural had a certain amount of positive influence on the students' attitudes, motivation and orientation in the classroom. The results of the two studies suggested that teaching pedagogies could affect the students' ability to envision a future self-identity and their WTC with other English speakers; whether it is their teachers or their classmates inside the classroom or native and non-native speakers outside the classroom. The most significant result from the two studies showed that the teaching pedagogies influenced the students' attitudes, motivation and orientation in different ways depending not only on the how they were used in the classroom but also on variables found outside the classroom, especially with regard to the HTIC classes.

The way in which the teachers utilized the teaching pedagogies, their demeanor and the physical location of the classroom all played a key role in influencing the way in which the students imagined themselves using English in the future. For the students in both

studies it was found that the promotion of autonomy through student interaction in class activities created a positive learning experience and helped to promote positive attitudes, increase motivation, improve orientation and strengthened their ability to envision a future self-identity. This methodology worked particularly well with the students who were studying in classes in Japan (Study 1) when course material was centered on international themes (e.g., the ESP and TOEIC HB classes) and when they were exposed to imagined TL communities in the classroom (e.g., the TOEIC HB class). The methodology produced a higher percentage of positive results with regards to attitudes, motivation and orientation and the ability to envision future self-identity with the students when they were studying at HTIC in the U.S. (Study 2) due to a close proximity to the TL community.

6.2 Limitations

The studies reported in this thesis have several limitations. Data results from the small participant samples in both studies cannot accurately be applied to larger populations of Japanese EFL students. Due to time constraints class observations could not be conducted in the Study 2 RW2 class at Tokai University that resulted in an unbalanced data set when compared to the Study 1 data. If class observations were conducted in the Study 2 RW2 class, it may have added a more complete picture of the results of the studies and a more balanced data analysis. The quantitative data analysis was not as in depth as it could have been with only the students' questionnaire responses being reported. The qualitative data might have revealed an additional perspective if the students in Study 1 completed an interview at the beginning of the fall 2014 semester at Tokai University.

In Study 1 the teacher did not put enough emphasis on making students aware of how teaching pedagogies could help them invest in their future as an English speaker interacting with the TL community as suggested by Taguchi (2013). The teacher may have produced more positive reaction from the students in Study 1 classes if teaching pedagogies were used in a way that showed them how to interact with members of the TL community. The teacher could have made the students aware of the investment they

were making in their evolving self-identity using teaching pedagogies as suggested by Norton (2013). The concept of investment could have been introduced in Study 2 as well by the teachers at HTIC giving the data analysis an extra variable, producing different outcomes from the current data set and then comparing them to the results of Study 1. The concept of investment is something the researcher would be interested in examining in future research on teaching pedagogies' relation to Japanese EFL students' attitudes, motivation, orientation and the ability to envision a future self-identity in both EFL and ESL contexts. Learner autonomy is another variable that should have been more clearly defined and investigated in the two studies.

The variable of learner autonomy was one that the researcher promoted in some of the student-centered teaching pedagogies used in his classes in Study 1. It was also a variable that was promoted in some of the student-centered teaching pedagogies used in the HTIC classes in Study 2. However, learner autonomy was not clearly tested in Questionnaire 1 and Questionnaire 2. The researcher included the learner autonomy variable as part of the students' responses when they responded to statements from section 3 and section 4 of Questionnaire 2. Learner autonomy is a variable that will be more clearly defined, tested and examined by the researcher in future research into teaching pedagogies influence on the L2/FL students' attitudes, motivation, orientation and self-identity in the classroom.

6.3 Implications and Recommendations

The implications of the results of both studies lend some support to previous FL/L2 classroom motivation research by Hiromori (2013), Lyddon (2012) and Miles (2012) which state that teachers have a direct influence on FL/L2 students' motivation through the promotion of greater learner autonomy. Consequently, the types of teaching pedagogies that the teachers used to promote learner autonomy in both the studies affected the students' ability to envision a future self-identity. The teachers who promoted a certain amount of learner autonomy through student-centered task-based and structural learning activities combined with internationally focused topics or imagined TL communities in their classrooms produced positive results in their students' attitude, motivation and orientation in addition to a heightened ability to envision a future self-

identity. Study 1 showed that these type of teaching pedagogies implemented in classrooms that were not located in the TL community helped expand the students' imagination which lead to a more developed ideal-self (Irie & Brewster, 2013). A similar result was found in Study 2 where the students had the opportunity to study in both their home country and the TL community.

The Study 2 students' capability to envision a future self-identity was not developed in their Tokai University RW2 classes due to teaching pedagogies that did not necessarily focus on international topics. In addition, teaching pedagogies used in the Study 2 RW2 classes did not utilize imagined TL communities which might have fostered intercultural competence among the students as suggested by Yashima (2013) and Yashima and Zenuk-Nishide (2008). Conversely, the students were given the opportunity to experience a variety of task-based and structural based teaching pedagogies in classrooms located in the TL community through the HOPES English study abroad program that resulted in a clearer vision of a future self-identity. The students more pronounced vision of a future self-identity related to with an increase in positive attitudes, positive motivation and more clearer orientation in the classrooms located in the TL community. Several recommendations can be made based on the results of the two studies presented to teachers of Japanese EFL students that may also be applied to teachers of L2/FL students from a variety of ethnic backgrounds.

If teachers of students studying in their home country (e.g., FL context) wish to promote positive motivation, generate positive attitudes and give students improved orientation (e.g., a better opportunity to achieve goals they have set for FL study) the focus should be on the implementation of teaching pedagogies that are based on international topics along with the establishment of imagined TL communities in the classroom. The teachers should encourage students to interact with their classmates and their teacher and the teachers should also conduct as many autonomous, student-centered learning activities as possible in groups and/or pairs. The results from Study 1 suggested that a more autonomous and international focused approach generated a certain level of positive motivation and attitude among the Japanese EFL students, a greater WTC with English speakers if given the opportunity and improved orientation. They also showed

that for some of the students the ability to envision a future self-identity became stronger for those participating in classes using more internationally focused and interactive teaching pedagogies. However, as shown in the Study 1 RW2 class and the Study 2 RW2 classes the danger of demotivation relating to language anxiety exists if the students lack comprehension and the interest in the teaching pedagogies used in the classroom. To avoid the issue of demotivation and the related variable of language anxiety teachers should strive to provide the students with a variety of tasks. These tasks should be designed focus on the students' interests and promote rich social interaction (Falout, Elwood & Hood, 2009). It is the teacher that has the ability to control the content and pace of the course (Falout & Maruyama, 2004). This methodology was proven effective to some degree in the TOEIC HB and ESP classes in Study 1 as well as the HTIC classes in Study 2.

In the Study 2 Tokai University RW2 class students experienced teaching pedagogies that did not completely engage their vision of a future self-identity using English. To most of the students the teaching pedagogies were presented in a way that did not spark interest and in at least one case presented by the teacher using Japanese L1 some of the time. The Study 2 students had the opportunity to experience a wider variety of teaching pedagogies in the HTIC classes and as a result tended to display higher levels of motivation in the classroom, a heightened interest in the TL culture and a stronger desire to communicate with native or English speakers in the TL community outside the classroom. These variables related to a clearer vision of the students' goals for using English in the future (orientation) accompanied by a stronger ability to envision a future self-identity. Variables related to the students' attitudes, motivation, orientation and the ability to envision a future self-identity were shown to be more positive in the short-term study abroad classroom environments at HTIC in the U.S. A variety of task-based and structural student-centered autonomous teaching pedagogies that centered on international topics, utilizing group and pair work in the classroom, the promotion of study abroad programs in the TL community to the students and the participation of the students in the study abroad programs showed a positive to improved attitudes, increased levels of motivation and improved orientation. This in turn provided a stronger ability among the students in Study 2 to envision a future self-identity and use

it as a pathway to accomplish English study goals when compared to the students who studied English exclusively in their home country.

This thesis presented two studies that were intended to address a gap in the current state of knowledge of L2/FL learning. The relation between teaching pedagogies' influence on Japanese English L2 students' attitudes, motivation, orientation and self-identity in home (EFL) and study abroad (ESL) classroom environments is an area that should receive more attention from L2/FL researchers. Narrowing the focus of research to the practical use of teaching pedagogies in classrooms in different learning environments can give researchers the opportunity to gain a different perspective on how to motivate their students. The teacher/researcher and author of this thesis believes future research in this particular area can open up new areas of inquiry in order to improve the students' L2/FL learning experience. The comparison of Japanese EFL students who study in Japan, Japanese EFL students with ESL experience that study abroad, the relation to teaching pedagogies, attitudes, motivation, orientation and the ability to envision a future self-identity is a line of inquiry that requires further investigation in various contexts. Further investigations by the teacher/researcher are forthcoming.

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Appendices
Appendix A Student Questionnaire #1 English



University of Southern Queensland

STUDENT QUESTIONNAIRE #1

This is the first of two questionnaires conducted by Alan Harper an EdD student at the University of Southern Queensland in Australia. The aim of these questionnaires is to better understand how teaching materials and teaching methodologies (learning activities) used in the classroom affect Japanese students' vision of themselves as English speakers in the future and how this relates to their motivation to learn English in the classroom in the present. This is not a test so there are no "right" or "wrong" answers since various students have different opinions. Personal information will be kept confidential and will not be published. The results of this questionnaire will be used only for research purposes. Please give your answers accurately and sincerely as possible.

Personal information (This information is known to the researcher only and will be kept confidential)

Age: ____ Gender: M F

Name _____ e-mail _____

English Language Level (circle one): beginner intermediate advanced

Years of English study: ____

Where did you study English previously? (Check all that apply)

Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
College	<input type="checkbox"/>
University	<input type="checkbox"/>
Private Language School	<input type="checkbox"/>

I have studied English in an English-speaking country. Yes ___ No ___ (answer statement below)

I want to study English in an English-speaking country. Yes ___ No ___

Instructions

Please indicate your opinion about each statement by checking the alternative (numbers 1-6) beside it which best indicates the extent to which you disagree or agree with that statement. The statements are related to any English classes you have taken **BEFORE** your current English class.

Alternatives: 1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree

Section 1- Indicate your opinions on how you see yourself using English **in the future.** (Ideal L2 Self)

Statement	1	2	3	4	5	6
I see myself living abroad (in an English-speaking country) and speaking in English with native speakers.						
When I think of my future career I see myself using English.						
I can see myself travelling in foreign countries and using English to communicate with foreigners.						
I can see myself studying at a university overseas where all my courses are taught in English.						
In the future I can see myself speaking English as if I were a native speaker.						
In the future I see myself as someone who can speak English in different situations.						
The plans I have for the future require me to use English.						

Section 2- Indicate your opinions on how others influence your English language study **in the present.** (Ought to L2 Self)

Statement	1	2	3	4	5	6
I study English because close friends of mine think it's important.						
I consider learning English important because the people I respect think I should do it.						
If I fail to learn English, I'll be letting other people down.						
Studying English is important to me to gain the approval of my peers/teachers/family.						
I have to study English, because, if I do not study it, I think my parents will be disappointed with me.						
My parents believe that I must study English to be an educated person.						
Studying English is important to me because other people will respect me more if I have knowledge of English.						
It will have a negative impact on my life if I don't learn English.						

Section 3- Indicate whether learning materials (textbooks, computer-based learning materials, handouts, movies, music etc.) and learning activities (group/pair work textbook exercises, presentation/role play, class discussion etc.) used in past English classes helped you to imagine yourself as an English speaker **in the future.** (L2 Learning Experience)

Statement	1	2	3	4	5	6
Teaching materials used in past English classes helped me imagine myself using English in the future.						
Learning activities used in past English classes helped me imagine myself using English in the future.						
The instruction method teachers have used in past English classes helped me imagine myself using English in the future.						
My teachers in past English classes created a classroom environment that allowed me to imagine myself as an English speaker in the future.						

Section 4-Indicate your general opinion of past English classes (attitude).

Statement	1	2	3	4	5	6
I liked the teaching materials used in past English classes						
I liked learning activities used in past English classes						
I liked my teachers' instruction method in past English classes						
In general, I liked the classroom environment in past English classes.						
Teaching materials and learning activities used in past English classes inspired me to use English as much as I can in the future.						

Thank you for participating in this questionnaire

Appendix B Student Questionnaire #1 Japanese



サザン・クイーンズランド大学

学生アンケート #1

これは、サザン・クイーンズランド大学博士課程大学院生であるアラン・ハーパー (Alan Harper) が行う、2つのアンケート調査の最初のもので、これらのアンケートの目的は、授業で用いられる教材や指導方法（授業での活動）が、日本の学生が持つ英語話者としての自己の将来像にどのように影響を与えるか、さらに、このことが授業で英語を学ぶ学生のモチベーションとどのように関連するかについて、より深く理解することです。これはテストではありません。さまざまな学生がさまざまな意見を持っているはずですから、「正しい」答えも「間違った」答えもありません。個人情報 は外部に知らされることはなく、また公表されることもありません。このアンケートの結果は、研究目的にのみ使用されます。できるだけ正確で正直な回答をお願いします。

個人情報（この情報は、研究者のみに知らされ、外部に知らされることはありません。）

年齢： _____ 性別 男 女

氏名 _____ Eメール _____

英語のレベル（○で囲んでください）： 初級レベル 中級レベル 上級レベル

英語を学習した年数： _____

これまでに英語を勉強した場所（当てはまるすべてに○を付けてください）

小学校	
中学校	
高校	
短大	
大学	
私立の語学学校（英会話学校、塾、予備校など）	

あなたは、英語圏にある国で英語を学んだことがありますか？ はい _____ いいえ _____
（「いいえ」の場合は、以下の質問にも答えてください。）

あなたは、英語圏にある国で英語を学びたいですか？ はい _____ いいえ _____

回答方法

以下の文のそれぞれについて、あなた自身がどの程度それに同意するかを、横の(1)～(6)を選んで○をつける形で答えてください。これらの文は、あなたが現在履修している英語コースより前に受けた英語の授業すべてに関するものと考えてください。

番号はそれぞれ、以下を示しています。 1=全くそう思わない 2=そう思わない

3=あまりそう思わない 4=ある程度そう思う 5=そう思う 6=強くそう思う

セクション 1- 英語を使っている将来の自分について、あなたがどのような意見を持っているかを教えてください。(第二言語としての英語話者としての理想自己)

	1	2	3	4	5	6
私は、将来自分が外国(英語圏の国)で生活し、ネイティブ・スピーカーと英語で話しているだろうと思う。						
自分の将来の職業について考えると、私は自分が英語を使っているだろうと思う。						
私は、将来自分が外国を旅行し、英語を使って外国人とコミュニケーションしているだろうと思う。						
私は、将来自分が外国の大学(講義がすべて英語で行われる)で勉強しているだろうと思う。						
私は、将来自分が英語をネイティブ・スピーカーのように話しているだろうと思う。						
私は、将来自分がさまざまな状況で英語を話すことができる人間になっているだろうと思う。						
私が持っている将来の計画には、英語話すことが必要だ。						

セクション 2- 現在、あなたの英語学習に他人がどのように影響しているかについてのあなたの意見を教えてください。(第二言語としての英語話者としての義務自己)

	1	2	3	4	5	6
私が英語を勉強しているのは、友人たちが英語は重要だと思っているからだ。						
私は英語を学ぶことは重要だと思っているが、それは自分が尊敬する人々がそうすべきだと考えているからだ。						
もし私が英語を勉強しなかったら、私は他の人々をがっかりさせてしまうだろう。						
私にとって、英語を学ぶことは、私の仲間/教師/家族からの称賛を得るために重要だ。						
私は英語を勉強しなければならない。なぜなら、もし英語を勉強しなかったら、私の両親が私に失望すると思うからだ。						
私の両親は、私が教育のある人間になるためには英語を勉強しなければならない、と考えている。						
私にとって、英語を勉強することは重要だ。なぜなら、私に英語の知識があれば、他の人々は私を尊敬するだろうから。						
もし英語を勉強しなかったら、それは私の人生にマイナスの影響を与えるだろう。						

セクション 3- あなたが過去に受けた英語の授業で使用された、教材（教科書、コンピューターベースの教材、配布物、映画、音楽等）や授業での活動（教科書の練習問題をグループ/ペアで行うこと、プレゼンテーション/ロールプレイ、クラスでのディスカッション等）が、自分が将来英語を話しているところを想像することに役立ったかどうか教えてください。（第二言語学習経験）

	1	2	3	4	5	6
過去に受けた英語の授業で使用された教材は、自分が将来英語を話しているところを想像することに役立った。						
過去に受けた英語の授業での活動は、自分が将来英語を話しているところを想像することに役立った。						
過去に受けた英語の授業で教師が使用した指導方法は、自分が将来英語を話しているところを想像することに役立った。						
過去に受けた英語の授業での教師は、自分が将来英語を話しているところを想像することに役立つクラスの雰囲気を作り出していた。						

セクション 4- あなたが過去に受けた英語の授業についての、全体的な意見（態度）を教えてください。

	1	2	3	4	5	6
私は、過去に受けた英語の授業で使用された教材が気に入っていた。						
私は、過去に受けた英語の授業での活動が気に入っていた。						
私は、過去に受けた英語の授業での教師の指導方法が気に入っていた。						
全体的に言って私は、過去に受けた英語の授業のクラスの雰囲気が気に入っていた。						
過去に受けた英語の授業で使用された教材や授業での活動は、私に将来英語をできるだけ使いたいという気持ちを起こさせるものだった。						

アンケートに回答していただき、ありがとうございました。

Appendix C Student Questionnaire #2 English



University of Southern Queensland

STUDENT QUESTIONNAIRE #2

This is the second of two questionnaires conducted by Alan Harper an EdD student at the University of Southern Queensland in Australia. The aim of these questionnaires is to better understand how teaching materials and teaching methodologies (learning activities) used in the classroom affect Japanese students' vision of themselves as English speakers in the future and how it relates to their motivation to learn English in the classroom in the present. This is not a test so there are no "right" or "wrong" answers since various students have different opinions. Personal information will be kept confidential and will not be published. The results of this questionnaire will be used only for research purposes. Please give your answers accurately and sincerely as possible.

Personal information (This information is known to the researcher only and will be kept confidential)

Age: _____ Gender: M F

Name _____ e-mail _____

English Language Level (circle one): beginner intermediate advanced

Years of English study: _____

Where did you study English previously? (Check all that apply)

Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
College	<input type="checkbox"/>
University	<input type="checkbox"/>
Private Language School	<input type="checkbox"/>

I have studied English in an English-speaking country. Yes ___ No ___ (answer statement below)

I want to study English in an English-speaking country. Yes ___ No ___

Instructions

Please indicate your opinion about each statement by checking the alternative (numbers 1-6) beside it which best indicates the extent to which you disagree or agree with that statement. The statements are related to the English class you have taken **MOST RECENTLY**

Alternatives: 1=Strongly Disagree 2=Disagree 3=Slightly Disagree 4=Slightly Agree 5=Agree 6=Strongly Agree

Section 1- Indicate your opinions on how you see yourself using English **in the future.** (Ideal L2 Self)

Statement	1	2	3	4	5	6
I see myself living abroad (in an English-speaking country) and speaking in English with native speakers.						
When I think of my future career I see myself using English.						
I can see myself travelling in foreign countries and using English to communicate with foreigners.						
I can see myself studying at a university overseas where all my courses are taught in English.						
In the future I can see myself speaking English as if I were a native speaker.						
In the future I see myself as someone who can speak English in different situations.						
The plans I have for the future require me to use English.						

Section 2- Indicate your opinions on how others influence your English language study **in the present.** (Ought to L2 Self)

Statement	1	2	3	4	5	6
I study English because close friends of mine think it's important.						
I consider learning English important because the people I respect think I should do it.						
If I fail to learn English, I'll be letting other people down.						
Studying English is important to me to gain the approval of my peers/teachers/family.						
I have to study English, because, if I do not study it, I think my parents will be disappointed with me.						
I must study English to be an educated person.						
Studying English is important to me because other people will respect me more if I have knowledge of English.						
It will have a negative impact on my life if I don't learn English.						

Section 3- Indicate whether learning materials (textbooks, computer-based learning materials, handouts, movies, music etc.) and learning activities (group/pair work textbook exercises, presentation/role play, class discussion etc.) used in your most recent English class helped you to imagine yourself as an English speaker **in the future.** (L2 Learning Experience)

Statement	1	2	3	4	5	6
Teaching materials used in my most recent English class helped me imagine myself using English in the future.						
Learning activities used in my most recent English class helped me imagine myself using English in the future.						
The instruction methods the teacher used in my most recent English class helped me imagine myself using English in the future.						
The teacher in my most recent English class created a classroom environment that allowed me to imagine myself as an English speaker in the future.						

Section 4-Indicate your general opinion of your most recent English class (attitude).

Statement	1	2	3	4	5	6
I enjoyed using the teaching materials in my most recent English class.						
I enjoyed the learning activities in my most recent English class						
I enjoyed my teachers' instruction method in my most recent English class						
I enjoyed the classroom environment in my most recent English class.						
Teaching materials and learning activities used in my most recent English class inspired me to use English as much as I can in the future.						

Thank you for participating in this questionnaire

Appendix D Student Questionnaire #2 Japanese



サザン・クイーンズランド大学

学生アンケート #2

これは、サザン・クイーンズランド大学博士課程大学院生であるアラン・ハーパー (Alan Harper) が行う、2つのアンケート調査の2番目のものです。これらのアンケートの目的は、授業で用いられる教材や指導方法（授業での活動）が、日本の学生が持つ英語話者としての自己の将来像にどのように影響を与えるか、さらに、このことが授業で英語を学ぶ学生のモチベーションとどのように関連するかについて、より深く理解することです。これはテストではありません。さまざまな学生がさまざまな意見を持っているはずですから、「正しい」答えも「間違った」答えもありません。個人情報 は外部に知らされることはなく、また公表されることもありません。このアンケートの結果は、研究目的にのみ使用されます。できるだけ正確で正直な回答をお願いします。

個人情報（この情報は、研究者のみに知らされ、外部に知らされることはありません。）

年齢： _____ 性別 男 女

氏名 _____ Eメール _____

英語のレベル（○で囲んでください）： 初級レベル 中級レベル 上級レベル

英語を学習した年数： _____

これまでに英語を勉強した場所（当てはまるすべてに○を付けてください）

小学校	
中学校	
高校	
短大	
大学	
私立の語学学校（英会話学校、塾、予備校など）	

あなたは、英語圏にある国で英語を学んだことがありますか？ はい _____ いいえ _____
（「いいえ」の場合は、以下の質問にも答えてください。）

あなたは、英語圏にある国で英語を学びたいですか？ はい _____ いいえ _____

回答方法

以下の文のそれぞれについて、あなた自身がどの程度それに同意するかを、横の(1)～(6)を選んで○をつける形で答えてください。これらの文は、あなたが**最も近い過去に受けた**英語の授業すべてに関するものと考えてください。

番号はそれぞれ、以下を示しています。 1=全くそう思わない 2=そう思わない

3=あまりそう思わない 4=ある程度そう思う 5=そう思う 6=強くそう思う

セクション 1- 英語を使っている将来の自分について、あなたがどのような意見を持っているかを教えてください。（第二言語としての英語話者としての理想自己）

	1	2	3	4	5	6
私は、将来自分が外国（英語圏の国）で生活し、ネイティブ・スピーカーと英語で話しているだろうと思う。						
自分の将来の職業について考えると、私は自分が英語を使っているだろうと思う。						
私は、将来自分が外国を旅行し、英語を使って外国人とコミュニケーションしているだろうと思う。						
私は、将来自分が外国の大学（講義がすべて英語で行われる）で勉強しているだろうと思う。						
私は、将来自分が英語をネイティブ・スピーカーのように話しているだろうと思う。						
私は、将来自分がさまざまな状況で英語を話すことができる人間になっているだろうと思う。						
私が持っている将来の計画には、英語話すことが必要だ。						

セクション 2- 現在、あなたの英語学習に他人がどのように影響しているかについてのあなたの意見を教えてください。（第二言語としての英語話者としての義務自己）

	1	2	3	4	5	6
私が英語を勉強しているのは、友人たちが英語は重要だと思っているからだ。						
私は英語を学ぶことは重要だと思っているが、それは自分が尊敬する人々がそうすべきだと考えているからだ。						
もし私が英語を勉強しなかったら、私は他の人々をがっかりさせてしまうだろう。						
私にとって、英語を学ぶことは、私の仲間/教師/家族からの称賛を得るために重要だ。						
私は英語を勉強しなければならない。なぜなら、もし英語を勉強しなかったら、私の両親が私に失望すると思うからだ。						
私の両親は、私が教育のある人間になるためには英語を勉強しなければならない、と考えている。						
私にとって、英語を勉強することは重要だ。なぜなら、私に英語の知識があれば、他の人々は私を尊敬するだろうから。						
もし英語を勉強しなかったら、それは私の人生にマイナスの影響を与えるだろう。						

セクション 3- あなたが最も近い過去に受けた英語の授業で使用された、教材（教科書、コンピューターベースの教材、配布物、映画、音楽等）や授業での活動（教科書の練習問題をグループ/ペアで行うこと、プレゼンテーション/ロールプレイ、クラスでのディスカッション等）が、自分が将来英語を話しているところを想像することに役立ったかどうか教えてください。（第二言語学習経験）

	1	2	3	4	5	6
最も近い過去に受けた英語の授業で使用された教材は、自分が将来英語を話しているところを想像することに役立った。						
最も近い過去に受けた英語の授業での活動は、自分が将来英語を話しているところを想像することに役立った。						
最も近い過去に受けた英語の授業で教師が使用した指導方法は、自分が将来英語を話しているところを想像することに役立った。						
最も近い過去に受けた英語の授業での教師は、自分が将来英語を話しているところを想像することに役立つクラスの雰囲気を作り出していた。						

セクション 4- あなたが最も近い過去に受けた英語の授業についての、全体的な意見（態度）を教えてください。

	1	2	3	4	5	6
私は、最も近い過去に受けた英語の授業で使用された教材が気に入っていた。						
私は、最も近い過去に受けた英語の授業での活動が気に入っていた。						
私は、最も近い過去に受けた英語の授業での、教師の指導方法が気に入っていた。						
全体的に言って私は、最も近い過去に受けた英語の授業のクラスの雰囲気が気に入っていた。						
最も近い過去に受けた英語の授業で使用された教材や授業での活動は、私に将来英語をできるだけ使いたいという気持ちを起こさせるものだった。						

アンケートに回答していただき、ありがとうございました。

Appendix E Student Interview Questions English



University of Southern Queensland

Student Interview Questions

Project Title: Effects of teaching pedagogies on the motivation, attitudes, orientation and self-identity of Japanese students of English as a foreign language

Principle Researcher: Alan Harper

Student Participants

The following interview questions are intended to follow up on the opinions you gave in the two questionnaires. Please listen to the interviewer read the question in English. You can read the questions in Japanese on this paper. You should try to answer in English but if you feel more comfortable answering in Japanese please do so.

1. What teaching materials did you prefer using in class? Why? (L2 Learning Experience)
2. What learning activities did you prefer participating in class? Why? (L2 Learning Experience)
3. Did the teaching materials or learning activities help you to see yourself using English in the future? In what way? If not, why? (Ideal L2-Self)
4. Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so how often? If not, why not? (Ideal L2-Self)
5. Did your teacher's teaching style and attitude in the classroom encourage or motivate you to participate actively in class and communicate in English with your classmates? In what way? If not, why not? (L2 Learning Experience)
6. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and others suggest you achieve to become a successful English speaker in the future? If so how? If not, why? (Ought to L2-Self)
7. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set to become a successful English speaker in the future? If so, how? If not, why? (Ideal L2-Self)

8. Is it now easier for you to see yourself as an English speaker in the future than it was before your most recent English class? If so in what way? If not, why? (Ideal L2-Self)
9. Has your attitude toward English study changed over the last six months? If so how has it changed? If not, why? (L2 Learning Experience)
10. Have your plans about speaking and using English in the future changed over the last six months? How have they changed? If not, why? (Ideal L2-Self)



学生面接での質問項目

プロジェクト名：第二言語/外国語としての英語を学習する日本の大学生のモチベーションおよび自己認識に対する教授法の影響

研究代表者：アラン・ハーパー (Alan Harper)

学生参加者の皆さんへ

以下の面接での質問項目は、これまでに2つのアンケートで回答していただいた皆さんの意見について、さらに調査するためのものです。面接担当者が英語で質問を読みますから、それを聞いてください。この紙に書かれている、質問の日本語訳を読んでもかまいません。質問には、英語で答える努力をしてください。ただし、日本語で答える方が落ち着ける場合は、日本語で答えてください。

1. 授業を受けているときに、あなたが好きだった教材は、どんなものでしたか？好きだった理由は？（第二言語学習経験）
2. 授業を受けているときに、あなたが好きだった活動は、どんなものでしたか？好きだった理由は？（第二言語学習経験）
3. 上で好きだったと答えた教材や授業での活動は、あなたが将来自分が英語を使っているところを思い描くことに役立ちましたか？役立った場合はどのような形で役立ちましたか？役立たなかった場合は、その理由は？（第二言語としての英語話者としての理想自己）
4. 授業で使用されていた教材や授業での活動は、あなたが教室の外で友達や英語のネイティブ・スピーカーと英語を話したり、英語の練習をしたりしようとする気持ちを起こさせるものでしたか？そうであった場合、それはどのくらいひんぱんでしたか？そうでなかった場合、その理由はなぜでしたか？（第二言語としての英語話者としての理想自己）
5. クラスでのあなたの先生の教え方や態度は、あなたが授業での活動に積極的に参加し、クラスメートと英語でコミュニケーションすることを促進したり、そうしようというやる気を起こさせたりするものでしたか？それは、

どんな方法でしたか？ そうでなかった場合は、その理由は？（第二言語学習経験）

6. 上記の教材や授業での活動、またはあなたの先生の態度は、両親や教師その他の人々が、あなたが将来英語をうまく話せるようになるために提案してくれる目標を達成することに役立ちましたか？役立った場合は、それは、どんな方法でしたか？役立たなかった場合は、その理由は？（第二言語としての英語話者としての義務自己）
7. 上記の教材や授業での活動、またはあなたの先生の態度は、あなたが将来英語をうまく話せるようになるためにあなた自身が設定した目標を達成することに役立ちましたか？役立った場合は、それは、どんな方法でしたか？役立たなかった場合は、その理由は？（第二言語としての英語話者としての理想自己）
8. 将来自分が英語を話しているところを思い描くことは、最も近い過去に受けた英語の授業を受ける前に比べて、今の方が簡単になっていますか？そうである場合、その理由は？そうでない場合、その理由は？（第二言語としての英語話者としての理想自己）
9. 過去 6 か月間で、英語を学習することに対するあなたの態度は変化しましたか？変化した場合は、どのように変化しましたか？変化しなかった場合は、その理由は？（第二言語学習経験）
10. 過去 6 か月間で、将来英語を話したり使ったりすることに関するあなたの計画に変化がありましたか？変化した場合は、どのように変化しましたか？変化しなかった場合は、その理由は？（第二言語としての英語話者としての理想自己）

**Appendix G Teaching Materials and Learning Activities Student Questionnaire
English**



University of Southern Queensland

Teaching Materials and Learning Activities Student Questionnaire

Please check how often you have used these teaching materials and participated in these learning activities in any of your previous English classes.

Check Your Response 1-Never 2-Rarely 3-Occasionally 4- Often 5-Always

Teaching Materials	1	2	3	4	5
Textbooks					
Newspapers					
Magazines					
Novels and/or Graded Readers					
Photocopy Handouts e.g., materials created by the teacher					
Notes on a white or black board					
DVD					
CD					
Computers and Computer Software e.g., i-pad, laptops and related software.					
Internet Websites					
Social networks, blogs Facebook, Twitter, etc.					

Check Your Response 1-Never 2-Rarely 3-Occasionally 4- Often 5-Always

Task Based Learning Activities	1	2	3	4	5
Working with a partner or in a group					
Matching vocabulary with photos					

Plan or design games e.g. board games, or computer games					
Using learned vocabulary in speaking exercises					
Using learned vocabulary in individual or group class presentations					
Speaking activities with a partner or in a group using learned vocabulary or grammar.					
Debates with a partner or in groups					
Structural Learning Activities	1	2	3	4	5
Listen and repeat exercises from a textbook dictated by the teacher					
Fill in the blank exercises from a textbook-focusing on grammar (e.g. verb tense, nouns, adjectives, adverbs)					
Correcting grammar errors in paragraphs					
Memorizing English vocabulary and using it in a writing or speaking assignment					
Answering teacher's questions based on a CD listening activity					
Listen and repeat exercises-oral					
Answering teacher's questions based on a reading					
Dictation-taking notes from the teachers' lecture					
In class quiz or test-written					
In class quiz or test-oral					

Appendix H Teaching Materials and Learning Activities Student Questionnaire
Japanese



University of Southern Queensland

教材および授業での活動に関する学生アンケート

以下の教材や授業での活動について、過去に受けた英語の授業で、あなたがどのくらいの頻度で使用した/参加したかを教えてください。

それぞれの頻度を 1-全く使用しない 2-ほとんど使用しない 3-ときどき使用する 4-しばしば使用する 5-いつも使用する から1つ選んで○を付けてください。

教材	1	2	3	4	5
教科書					
新聞					
雑誌					
小説					
教師自作の教材などのプリント					
黒板（ホワイトボード）に書く説明					
DVD					
CD					
パソコンやソフトウェア（iPad、ノートパソコン、それに関するソフトウェアなど）					
インターネットのWebサイト					
ソーシャル・ネットワーク（Facebook、Twitterなど）、ブログなど					

それぞれの頻度を 1-全く行わない 2-ほとんど行わない 3-ときどき行う
4-しばしば行う 5-いつも行う から1つ選んで○を付けてください。

タスクベースの活動	1	2	3	4	5
ペアまたはグループで活動する					
写真と語句を組み合わせる					
ボードゲームやコンピューターゲームなどを計画または設計する					
スピーキングの練習で、学んだ語句を使用する					
個人またはグループで行う授業でのプレゼンテーションに、学んだ語句を使用する					
学んだ語句や文法事項を使用して、ペアまたはグループでスピーキングを行う					
ペアまたはグループでディベートを行う					
構造機能活動	1	2	3	4	5
教科書の練習問題を教師が発音し、それを聞いて繰り返す					
教科書の穴埋め問題（動詞の時制や名詞、形容詞、副詞など、文法中心のもの）					
文中にある文法の間違いを訂正する					
英語の語句を記憶し、ライティングやスピーキングの課題でそれらを使用する					
CD を使用したリスニングを行い、それに基づく教師からの質問に答える					
耳で聞いた英語をその通り話す練習					
リーディングを行い、それに基づく教師からの質問に答える					
書き取り（教師の講義を聞いてノートを取る）					
授業中のテスト（筆記試験）					
授業中のテスト（口頭で答える）					

Appendix I Student Project Information Sheet English



University of Southern Queensland

The University of Southern Queensland

STUDENT PROJECT INFORMATION SHEET

Full Project Title: Effects of teaching pedagogies on the motivation, attitudes, orientation and self-identity of Japanese students of English as a foreign language

Principal Researcher: Alan Harper

I would like to invite you to take part in this research project. The project will explore how student's vision of their future identity as English speakers is affected by teaching pedagogies (teaching materials and teaching methods) used by the teacher in the present-day classroom and how this relates to student motivation.

1. Procedures

Questionnaires

Student participants will be asked to complete **two** questionnaires; one questionnaire near the beginning or prior to their English course and one questionnaire near the end or after completion of their English course. Each questionnaire consists of 24 statements which they are asked to agree or disagree with and a personal information section. Selected student participants may be asked to complete an additional short questionnaire regarding the types of teaching materials and classroom activities that they have experienced in any English courses they have taken. Questionnaires should take about 15-20 minutes to complete.

One on One Interviews or Focus Groups

Selected **student participants** will be asked to participate in a one on one or focus group interview conducted following the completion of their English course. Answering questions from the interviewer regarding the person you would like to become as an English speaker and your opinions on how teaching materials and teaching activities in your classroom motivate you to continue studying English and help you to reach your future goals as an English speaker.

The Questionnaires will be monitored by the researcher in the classroom and selected classes will be video recorded for class observation notes. Interviews will be conducted by the researcher and video or audio taped for the purposes of data analysis.

Participating in the research project may give you a better idea of what teaching materials and class activities motivate you to participate actively in class and become a better English speaker. You may also gain a better perspective on what your future goals are regarding the use of English.

2. Voluntary Participation

Participation is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage and withdraw your data. Your data will be kept confidential and then destroyed at the end of the research project. Your decision whether to take part or not to take part, or to take part and then withdraw will not affect your relationship with this institution. Your decision whether to take part or not to take part, or to take part and then withdraw will not affect your academic assessment for your current English course. Any responses you provide in the questionnaire or interview will not affect your academic assessment for your current English course.

Please notify the researcher if you decide to withdraw from this project:

Alan Harper, University of Southern Queensland Faculty of Education aharper36@hotmail.com Tokai
University International Residence B-22 100-1 Shimootsuki, Hadano, Kanagawa, Japan
257-0004 Cell: 081 080 3165 5451



プロジェクト情報シート

プロジェクトの正式名：第二言語/外国語としての英語を学習する日本の大学生のモチベーションおよび自己認識に対する教授法の影響

研究代表者：アラン・ハーパー (Alan Harper)

私は皆さんに、この研究プロジェクトに参加していただきたいと思っています。このプロジェクトでは、現在の授業で教師が使用する教授法（教材や指導方法）が、学生が持つ英語話者としての自己の将来像にどのように影響を与えるか、さらに、このことが学生のモチベーションとどのように関連するかについての研究を行います。

2. 手順について

アンケート

研究に参加する学生は、**3**つのアンケートに回答することになります。アンケートの1つは、英語コースの開始前または開始直後に行われ、もう1つは、英語コースの終了近くまたは終了後に行われます。2つのアンケートにはそれぞれ、24の文が書かれ、それについてそう思うかどうかを答えるようになっています。これには個人情報を入力するセクションもあります。参加学生は、さらにもう1つ、過去に受けた英語のコースや授業で使用されていた教材や授業での活動のタイプに関する短いアンケートに回答することになります。それぞれのアンケートは日本語で書かれており、回答には、15～20分かかります。

一対一またはグループでの面接調査

回答者の一部は、上記のアンケートと英語コースの終了後、一対一またはグループでの面接調査への参加を依頼されます。この面接では、自分が英語話者としてどのような人になりたいかについて、また、授業で使用された教材や授業での活動が、どのようにあなたが英語学習を続けることへの意欲を起こさせ、英語を話すことについてのあなたの将来の目標に到達するために役に立ったかについて、面接担当者からの質問に答えていただきます。

研究を実施するアラン・ハーパーは、アンケート実施をモニターし、いくつかのクラスでは、授業観察記録のために授業をビデオに録画します。面接は、アラン・ハーパーが行い、データ分析のため録画または録音が行われます。

この研究プロジェクトに参加すると、皆さんは、どのような教材や授業での活動が使用されれば自分は授業に積極的に参加したり、英語をよりうまく話せたりするようになるのかを、より深く理解できるようになる可能性があります。また、英語を使うことに関して、自分自身の将来の目標をよりはっきりと見通すことができるようになる可能性があります。

2. 参加は自由意思に基づくものです

この調査への参加は、完全に自由意思に基づくものです。参加したくない場合は、参加を強制されることはありません。このプロジェクトに参加した後で考えが変わった場合は、いつでもこのプロジェクトへの参加を取り止め、データを破棄することができます。皆さんの回答から得られたデータは外部に知らされることはなく、この研究プロジェクトの終了時に破棄されます。このプロジェクトに参加するかしないか、また参加した後で参加を取りやめる等の皆さんの決断が、皆さんとこの大学との関係に影響を与えることはありません。このプロジェクトに参加するかしないか、また参加した後で参加を取りやめる等の皆さんの決断が、この英語コースにおいて私たちが行う皆さんの成績評価に影響を与えることはありません。このアンケートまたは面接調査での皆さんの回答が、現在皆さんが履修している英語コースの成績に影響を与えることはありません。

このプロジェクトへの参加を取りやめたい場合は、以下へ連絡してください:

アラン・ハーパー (Alan Harper), University of Southern Queensland Faculty of Education aharper36@hotmail.com

〒257-0004 神奈川県秦野市下大槻 100-1 東海大学国際友好会館 B-22

携帯電話：081 080 3165 5451



Student Participant Consent Form

To: Student Participant

Full Project Title: Effects of teaching pedagogies on the motivation, attitudes, orientation and self-identity of Japanese students of English as a foreign language

Principal Researcher: Alan Harper

- I have read the participant information sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
I understand the purpose of the questionnaires and interview and my involvement in them.
I understand that I may withdraw from the research project at any stage and that this will not affect my status as a student at this institution.
I understand my decision to participate or not participate and my responses to the questionnaires and/or interview questions will not affect my academic assessment for my current English course.
I confirm that I am over 18 years of age.
I understand that while information gained during the study may be published, I will not be identified, and my personal information will remain confidential.

Name of participant.....

Signed.....Date.....

If you have any ethical concerns with how the research is being conducted or any queries about your rights as a participant please feel free to contact the University of Southern Queensland Ethics Officer on the following details.

Ethics and Research Integrity Officer Office of Research and Higher Degrees University of Southern Queensland West Street, Toowoomba 4350

Ph: +61 7 4631 2690

Email: ethics@usq.edu

Thank you for participating in the research project

Appendix L Student Participant Consent Form Japanese



サザン・クイーンズランド大学

学生参加者の同意書

学生参加者の皆さんへ

プロジェクトの正式名: 第二言語/外国語としての英語を学習する日本の大学生のモチベーションおよび自己認識に対する教授法の影響

研究代表者: アラン・ハーパー (Alan Harper)

- 私はこの研究プロジェクトに関する情報シートを読み、この研究プロジェクトの性質および目的について理解しました。私はこのプロジェクトについて理解したうえで、これに参加します。
- 私はこのアンケートと面接調査の目的、およびそれらへの私の参加について理解しています。
- 私は、この研究プロジェクトへの参加をいつでも取りやめることができ、それが本学の学生としての私の立場に全く影響がないことを理解しています。
- 私は、このプロジェクトに参加するかしないかの決断およびアンケートおよび（または）面接での私の回答が、私が現在履修している英語コースの成績に影響しないことを理解しています。
- 私の年齢は 19 歳以上です。
- 私は、この研究中に得られた情報が発表されるかもしれないこと、ただし私が個人として特定されることはないこと、私の個人情報は外部に知られることはないことを理解しています。

参加者名.....

署名..... 署名年月日.....

この研究の実行方法について、倫理的な懸念を持たれた場合、または参加者としてのあなたの権利についてご質問がある場合は、University of Southern Queensland Ethics Officer までお問い合わせください。

Ethics and Research Integrity Officer Office of Research and Higher Degrees サザン・クイーンズランド大学 West Street, Toowoomba 4350

電話番号 : +61 7 4631 2690

Eメール : ethics@usq.edu

本研究プロジェクトに参加していただき、ありがとうございます。

Appendix M Teacher Project Information



University of Southern Queensland

Teacher Project Information

Full Project Title: Effects of teaching pedagogies on the motivation, attitudes, orientation and self-identity of Japanese students of English as a foreign language

Principal Researcher: Alan Harper

I would like to invite you to take part in this research project. The project will explore how student's vision of their future identity as English speakers is affected by teaching pedagogies (teaching materials and teaching methods) in the present-day classroom environment and how this relates to student motivation.

1. Procedures

Questionnaire

Teacher participants will be asked to complete a short questionnaire regarding the types of teaching materials and learning activities they use in their current English classroom. The questionnaire should take about 10 minutes to complete.

Classroom Observation

Teacher participants will be asked to give their permission for the principal researcher to observe and record some of their classes for data collection purposes.

2. Voluntary Participation

Participation is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage and withdraw your data. Your data will be kept confidential and then destroyed at the end of the research project.

Please notify the researcher if you decide to withdraw from this project:

Alan Harper, University of Southern Queensland Faculty of Education aharper36@hotmail.com Tokai University International Residence B-22 100-1 Shimootsuki, Hadano, Kanagawa, Japan 257-0004 Cell: 081 080 3165 5451

Appendix N Teacher Participant Consent Form



University of Southern Queensland

Teacher Participant Consent Form

To: Teacher Participant

Please read the consent form and circle yes or now beside each statement.

Full Project Title: Effects of teaching pedagogies on the motivation, attitudes, orientation and self-identity of Japanese students of English as a foreign language

Principal Researcher: Alan Harper

- I have read the participant information sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part. Yes No
I give my permission to the principal researcher to observe and record some of my classes Yes No
I understand the purpose of the questionnaire and my involvement in it. Yes, No
I understand that I may withdraw from the research project at any stage. Yes, No
I confirm that I am over 18 years of age. Yes, No
I understand that while information gained during the study may be published, I will not be identified, and my personal information will remain confidential. Yes No

Name of participant.....

Signed.....Date.....

If you have any ethical concerns with how the research is being conducted or any queries about your rights as a participant please feel free to contact the University of Southern Queensland Ethics Officer on the following details.

Ethics and Research Integrity Officer Office of Research and Higher Degrees University of Southern Queensland West Street, Toowoomba 4350
Ph: +61 7 4631 2690
Email: ethics@usq.edu

Thank you for participating in the research project

Appendix O Teaching Materials and Learning Activities Teacher Questionnaire



University of Southern Queensland

Teaching Materials and Learning Activities Teacher Questionnaire

Please check how often you have used these teaching materials and learning activities in your current English class. **Thank you for your cooperation.**

Name:.....

Class:

Institution:.....

Check Your Response 1-Never 2-Rarely 3-Occasionally 4- Often 5-Always

Teaching Materials	1	2	3	4	5
Textbooks					
Newspapers					
Magazines					
Novels and/or Graded Readers					
Photocopy Handouts e.g., materials created by the teacher					
Notes on a white or black board					
DVD					
CD					
Computers and Computer Software e.g., i-pad, laptops and related software.					
Internet Websites					
Social networks, blogs Facebook, Twitter, etc.					

Check Your Response 1-Never 2-Rarely 3-Occasionally 4- Often 5-Always

Task Based Learning Activities	1	2	3	4	5
Working with a partner or in a group					
Matching vocabulary with photos					
Plan or design games e.g. board games, or computer games					
Using learned vocabulary in speaking exercises					
Using learned vocabulary in individual or group class presentations					
Speaking activities with a partner or in a group using learned vocabulary or grammar.					
Debates with a partner or in groups					
Structural Learning Activities	1	2	3	4	5
Listen and repeat exercises from a textbook dictated by the teacher					
Fill in the blank exercises from a textbook-focusing on grammar (e.g. verb tense, nouns, adjectives, adverbs)					
Correcting grammar errors in paragraphs					
Memorizing English vocabulary and using it in a writing or speaking assignment					
Answering teacher's questions based on a CD listening activity					
Listen and repeat exercises-oral					
Answering teacher's questions based on a reading					
Dictation-taking notes from the teachers' lecture					
In class quiz or test-written					
In class quiz or test-oral					

Others: (Please indicate other teaching materials or learning activities you use in your class that are not on this list).

Appendix P Class Observation Note Sheet

Class Observation Note Sheet

Notes are taken from a video record of participant classes by the researcher. Class observation notes are designed to discover general patterns and general phenomena in student reactions, behavior, response toward teaching materials, teaching methodologies and teacher attitude in the classroom.

Class Name, Level and Location: Study 1 RW2 Basic

Class Date: Fall 2014

Teaching Material	Students-reactions, behavior, responses
Monday September 29th Class 3 Textbook	
Tuesday October 2nd Class 4 Textbook	
Monday November 17th Class 16 Textbook	
Monday November 24th Class 18 Textbook	
Thursday January 8th-Class 27 Textbook	
Teaching Methodology	Students-reactions, behavior, responses
Monday September 29th Class 3 Lecture from textbook Unit 7 #1 Group work on textbook exercises-short answer questions-model questions Short answer questions-answer in your groups Go over answers with groups Teacher centered combined with student centered activities #2 Group work matching information TBL	Monday September 29th Class 3 #1 Students listen and pay attention for the most part Minimal response from students Some interaction during group work exercise Very quiet-some groups showing some interaction Most students attempt to respond to questions in English Quiet-some interaction-not clear if English is being used Student groups answer most items correctly-good response
Tuesday October 2nd Class 4 Lecture from textbook Unit 7 #1 Review of last class #2 Partner interview-high points and low points in your life #3 Preview unit reading-background and vocabulary-listen and repeat-gap fill exercise-pair work-check answers #4 Preview unit reading-researcher asks verbal questions about map on the preview page	Tuesday October 2nd Class 4 #1 Students listen attentively #2 3 pairs/groups-one of the pairs actively participated other pairs/groups limited Participation-English attempted at least-5 min exercise students participated for about 2 min #3 Students respond well to the listen and repeat. Very little interaction during gap-fill exercise. A few students give responses when checking answers. #4 Students listen but limited response to questions
Monday November 24th-Class 18 #1 Review reading(s) with comprehension questions. Teacher centered activity #2 Vocabulary gap fill exercise-preview exercise explanation-pair work #3 Pair speaking exercise	Monday November 24th-Class 18 #1 Most students did not participate in review of answers. Two students provided all the responses (two foreign Korean students)-other students listen quietly #2 Most students completed the exercise individually-no discussion or interaction between students. One pair (Korean students) most active. #3 Very limited interactions between pairs. Researcher had to remind students that this is a speaking exercise. More interaction after the reminder. The most activity comes from the Korean students. Other students attempting the exercise but minimal interaction
Thursday January 8th-Class 27 #1 Unit 9 preview the unit-answer unit questions-discussion exercise-pair work-6 pairs #2 Speaking exercise-discussion-pair work-6 pairs	Thursday January 8th-Class 27 #1 Minimal interaction-researcher reviews answer with the class. Some response from a few students when asked to answer the questions.

#3 Unit 9 reading Exercise-T/F questions, gap fill-pair work-6 pairs	#2 Two out of the six pairs exhibiting some interaction. #3 Most students working on their own. Two of the six pairs displaying interaction. Researcher checks answers with class. No response from students when checking T/F answers. No response from students when checking gap fill exercise.
--	---

Teachers' Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses
Monday September 29th Class 3 Slow paced speech for basic level students	

Class Name, Level and Location: Study 1 ESP Basic

Class Date: Fall 2014

Teaching Material	Students-reactions, behavior, responses
Monday September 29th Class 3 Textbook	
Thursday October 2nd-Class 4 Textbook	
Thursday November 13th-Class 15 Power point presentation materials-provided by students	
Monday January 19th-Class 29 Poster presentation preparation- materials provided by students	
Monday January 26th-Class 30 Poster presentations-materials provided by students	

Teaching Methodology	Students-reactions, behavior, responses
Monday September 29th Class 3 #1 Lecture from the textbook (gender and society)-teacher centered #2 Note taking skills exercise-individual TBL- ##3 Teacher writes answers on blackboard (notes)	Monday September 29th Class 3 #1 Most students paying attention to the lecture #2 Students complete individually no or very little communication #3 Students taking notes while checking answers-most paying attention
Thursday October 2nd-Class 4 #1 Review of last class #2 Q and A of short questions from textbook-teacher centered # 3 Listening exercise use of note taking skills-TBL-checking answers following the exercise	Thursday October 2nd-Class 4 #1 Most students paying attention to the lecture #2 A few students responding to researchers` questions (in English) most students listening attentively #3 Many students participated actively in the exercise but a smaller number (2-4) interacted with their partners when checking their answers When answers checked together with the teacher-most students revise their answers and pay attention to researcher Higher level student (Shiyo) responds the most to questions Very little or no response from other students During the 2 nd half of the listening exercise 2-3 students complete the exercise-more students occupied with smart phones etc. Some students check answers-but mainly communicate in Japanese. Very little or no response from students when checking answers

<p>Thursday November 13th-Class 15 #1 Students practice power point presentations in groups. Presentations based on gender roles in different countries Researcher outlines presentation procedure, practice timing, vocabulary grammar etc.-group work #2 Students practice presentations with assistance from the researcher.</p>	<p>Thursday November 13th-Class 15 #1 Students listen attentively to researcher. #2 3 groups. Two of the groups very active, using English, taking turns presenting. Most students seem to enjoy the exercise. There are two or three students exhibiting a low participation rate. Students welcomed advice and assistance from the researcher.</p>
<p>Monday January 19th-Class 29 #1 Students bring poster supplies and work on creating posters-student centered group activity. Poster presentations based on human migration-immigrating to another country Researcher supports students</p>	<p>Monday January 19th-Class 29 #1 All students participate in the activity. All students seem to enjoy the activity. However, all students are using Japanese to communicate during the activity.</p>
<p>Monday January 26th-Class 30 #1 Poster presentations on human migration-immigrating to another country. 4 groups of 2 or 3 students Presenter(s) in the group has approx. 2 min to present.</p>	<p>Monday January 26th-Class 30 #1 Posters written in English with illustrations. All students utilized English but read from their notes. Overall students did a sufficient job on the presentations</p>

Teachers' Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses
<p>Monday September 29th Class 3 Good-clear speaking-slower pace for basic level</p>	
<p>Thursday October 2nd-Class 4 Good-clear speaking-slower pace for basic level Tries to convey idea of exercises in English to basic level students</p>	

Class Name, Level and Location: Study 1 TOEIC HB

Class Date: Fall 2014

Teaching Material	Students-reactions, behavior, responses
<p>Tuesday October 7th Class 3 TOEIC textbook In Context</p>	
<p>Tuesday October 14th Class 4 Homestay Adventures Unit 1</p>	
<p>Tuesday November 11th Class 7 Homestay Adventures Unit 2 TOEIC In Context DVD from HA textbook</p>	
<p>Tuesday November 25th Class 9 Tasked based learning-role play</p>	
<p>Tuesday January 13th Class 14 Tasked based learning-role play</p>	
Teaching Methodology	Students-reactions, behavior, responses
<p>Tuesday October 7th Class 3 #1 TOEIC exercises listening section-group work-researcher explains exercises check answers with group members researcher check answers with class grammar vocabulary exercises reading passages</p>	<p>Tuesday October 7th Class 3 #1 good participation when students answer listening questions generally good interaction when checking answers with group members-mostly in English students respond to researchers` answer check-responses coming mainly from non-Japanese students students tend to work individually on grammar vocab exercises-not too much interaction between group members students tend to work individually on reading passage exercises-limited interaction not much response during answer review-mostly non-Japanese students responding</p>

<p>Tuesday October 14th Class 4</p> <p>#1 Group work-researcher introduces and outlines the main theme of the textbook-teacher centered lecture on preparation for homestay What do you want to do with English in the future? What is your goal?</p> <p>#2 TB exercise- teacher centered lecture What American city do you want to travel to? Boston or Chicago? Outline of city specs, American culture Group task-choose your trip why did you choose the trip? What is your dream for English in the future?</p> <p>#3 TB Exercise-Pronunciation practice-listen and repeat-unit vocabulary</p> <p>#4 TB Exercise-Listen to the conversation-multiple choice questions-check answers with group members Gap fill exercise-check answers with group members</p>	<p>Tuesday October 14th Class 4</p> <p>#1 Students listen attentively</p> <p>#2 Good group interaction-some English and some Japanese used-researcher reminds some students to speak in English Groups share answers with class G1 Boston-culture-food-history-sports G2 Chicago-Sports-Basketball-Xmas time- G3 Chicago-good temp-good food-not too cold G4 Chicago-Shopping-Xmas G5 Boston-good temp-museums-food Good response in English from group leaders</p> <p>#3 Good response</p> <p>#4 MC= Fairly good interaction when checking answers in groups-response comes mainly from non-Japanese students Gap Fill-Fairly good interaction when checking answers-few students respond to answers</p>
<p>Tuesday November 11th Class 7</p> <p>#1 HA Exercise-Listening comprehension pronunciation and conversation practice-listen and repeat unit vocabulary practice with group members</p> <p>#2 HA exercise Conversation practice-practice the dialogue with different phrases inserted</p> <p>#3 HA exercise-group work ask and answer questions about your families-general conversation practice</p> <p>#4 HA DVD exercise-meeting your host family-MC questions complete in groups-general questions about theme T/F questions based on interviews of family members</p>	<p>Tuesday November 11th Class 7</p> <p>#1 Good interaction between group Members-English being used by many of the students</p> <p>#2 Good interactions between group Members-English being used by many students-good participation rates in both exercise #1 and #2</p> <p>#3 Good interactions between group Members-English being used by most of the students-high level of participation</p> <p>#4 Students seem interested in DVD MC questions-minimal interaction when checking answers with group members T/F questions-more interaction between group members Checking answers with researcher-good response from students-researcher adds additional information re homestay programs in form of lecture</p>
<p>Tuesday November 25th Class 9</p> <p>#1 Prep for role Play-Students divided into groups-work on and practice their role play.</p> <p>#2 Present roles Play-Home-stay experience</p>	<p>Tuesday November 25th Class 9</p> <p>#1-Good participation in most groups. Students actively engaging in the activity. Many group members at least attempting to use English</p> <p>#2 Students displayed high levels of participation and exhibited positive attitudes toward the task</p>
<p>Tuesday January 13th Class 14</p> <p>#1 TOEIC Testbuilder exercises-test taking strategies-students complete practice exercises and check answers with researcher</p> <p>#2 Prep for second group role play-planning a good-bye party for the home-stay student. Students put into 5 groups prepare. Researcher gives instructions</p> <p>#3 Present role plays</p>	<p>Tuesday January 13th Class 14</p> <p>#1 Students complete exercises individually. No interaction between students. When reviewing answers and discussing reading section test taking strategies-minimal response from students but most paying attention.</p> <p>#2 Students listen to instructions-most paying attention to instructions. Lots of interaction between group members, English being utilized by most group members. Good participation.</p> <p>#3 Students put in a good effort. English was used by all students and they displayed a good attitude toward the exercise. Although many students read directly from their notes it was a good effort due to the relatively short prep time.</p>

Class Name, Level and Location: Study 2 English I Conversation HTIC

Class Date: March 9th, 2015

Teachers' Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses

Teaching Material	Students-reactions, behavior, responses
Whiteboard-notes	

Teaching Methodology	Students-reactions, behavior, responses
#1 Group activity-vocabulary pick a letter and write words that begin with the letter. Pronunciation exercise Listen and repeat for pronunciation #2 Role play using learned vocabulary #3 Circle class activity-finish the sentence #4 Singing Activity-Queen Song We Will Rock You-practice lyrics #5 20 Questions-guessing game-teacher starts student who guesses right goes next-guess my character	#1 Good response-students clearly using English in this task #2 Good group interaction during prep time. Students presented role plays in front of the class. Students seemed engaged and interested in the task Student audience seem to enjoy the role plays #3 Good participations from students-clear speech good pronunciation-students seem to enjoy this activity. #4 Good participations among students #5 Students participation rate very good-a lot of questions being asked.

Teachers' Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses
Good demeanor organizes and conducts group work efficiently	

Class Name, Level and Location: Study 2 Speech Communication HTIC

Class Date: March 9th, 2015

Teaching Material	Students-reactions, behavior, responses
Computers-internet websites Paper based materials	

Teaching Methodology	Students-reactions, behavior, responses
Research for oral presentations Pair work Presentations on how to do different types of tasks i.e. Games, temple visits etc.	A fair amount of interaction between partners Students seem to be engaged and enjoy the task Students display an interest in the task

Teachers' Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses
Teacher interacts with pairs Seems to have a good relation with students	

Class Name, Level and Location: Study 2 English II Reading and Writing HTIC

Class Date: March 9th, 2015

Teaching Material	Students-reactions, behavior, responses
#1 White board-notes #2 Computer, video #3 Computer game #4 #5 Novel	

Teaching Methodology	Students-reactions, behavior, responses
#1 Group Work whole class- review of literary devices Listing vocabulary associated with literary devices Student centered-task based and discussion on the use and meaning of literary devices #2 Group work whole class- Identify the literary device used in the video examples -pts awarded in both activity #1, #2 #3 #3-Literary device game –group work whole class in teams #4 Group work-working within groups on short answer questions/summaries of chapters based on the novel #5 Class discussion answers to questions/summaries based on chapters from the novel	#1 Good participation-good interaction between groups Students respond well to teacher’s questions in English #2 Students respond well in English-seem to enjoy activity #3 Good responses from students in English #4 Good use of English within groups-high level of interaction #5 Student respond in English-high level of responses in English-students seem engaged in the task

Teachers’ Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses
Teacher speaks clearly Good relations with the students	Students respond well to teacher’s pedagogical approach

Class Name, Level and Location: Study 2 American and Hawaiian Culture HTIC
Class Date: March 9th, 2015

Teaching Material	Students-reactions, behavior, responses
#1 White board-notes #2 cones, basketball, chairs	

Teaching Methodology	Students-reactions, behavior, responses
#1 Teacher centered-instructing students on procedure for outdoor activity Students instructed to memorize procedure-no notes #2 Outdoor activity-team game-set up #3Outdoor activity-trust exercise-student centered-students give instructions in English to their team members-fosters communication skills Basic practice in English- teaching leadership skills Negotiate the course and shoot the basketball #4 Back in the classroom-student summary of outdoor activity Q and A with students-what did you learn from this exercise? #5 Students ask teacher questions about the exercise	#1Students seem to comprehend instructions #2 Student response to set up good-repeat instructions #3 Good participation-students seem to enjoy the activity-students using English only-no Japanese #4 Excellent responses from students in English-most students expressed that they learned trust between followers and leaders Many students expressed that it was sometimes difficult to give as well as follow instructions in English Some students mentioned they learned the importance of cooperation #5 Students respond well with interesting questions about the exercise

Teachers’ Demeanor, Class Conduct, Attitude	Students-reactions, behavior, responses
Teacher gives clear instructions-has a good rapport with students	

Appendix Q Interview Transcripts Study 1

Interview Transcripts (I=Instructor S=Student)

Study 1

ESP

I: Alright, this is ESP class, Monday January 19th interview questions. So, I'm going to start with Shogo

S: Yes

I: Question number 1. Look at question number 1 on your sheet. What teaching materials did you prefer using in your class and why?

S: I, Gateway City because I don't know the detail about Gate way city but...

I: Gateway City? Oh, the unit.

S: Yes.

I: You like that unit in the textbook

S: Because I don't know the detail about Gateway City but through this unit I understand about Gateway City.

I: Ok. Alright. Kenta.

S: Yes. I like slide show, VTR and slide show. Because I don't know what to say... It's easy

I: Easy?

S: Yes. Easy.

I: Alright. Meguho.

S: Well, I like print cross word puzzle because I don't like English but it was fun.

I: Ok

S: Ok. Question 2?

I: Ichi.

S: Ahhh, let me think... well, text teaching materials.

I: If you want to answer in Japanese it's ok.

S: Working on hand outs... Documentary... I like documentary movie because I cannot speak English. Well... I don't know how to say "easy.

I: Easy.

S: It is easy but it was easy... And how do you say...

I: Ok.

I: Easy. (laugh)

I: Thank you. Question 2. Learning activities. What learning activities did you prefer participating in class? Activities. Group work, pair work, computer research that kind of activities we did during this class. Shogo.

S: I prefer group work and pair work because it's chance to speak English and try speak English.

I: Good chance for you, good opportunity to speak English. Good. Kenta.

S: I like group work because it was fun and make, make poster together.

I: Ok. Good.

S: It was fun.

I: Alright. Meguho.

I: I like group work because it was fun.

I: Fun. Ok. Yeah. And Haruna.

S: I like group work because communication skills and it is fun.

I: Fun. Communication skills. Ok. Good. Now question 3. Question number 3. Did the teaching materials or learning activities help you to see yourself using English in the future? And in what way? If not, why? Shogo?

S: Yes. Because maybe in my future, I think same opportunity. I know there might be a day when I have to explain myself in English, so I feel this class helped me.

I: Oh alright. Good, ok Kenta? If it's too difficult, again you can answer in Japanese if you want.

S: English is very important language in the future.

I: For you.

S: Yes, so I must learn English and I need English in the future alright.

I: Meguho.

S: Well, let me think. English is not my forte but I feel it's improved and this class made me realize I need to study harder so I can apply my skills in the future. So yes, this class was useful for my future-self.

I: Haruna.

S : I'm not good at English either but I feel what I learned in school will be very useful for the future.

I: Ok and question number 4. Question number 4. Did the teaching materials or learning activities used in your class room motivate you to speak or practice English with your friends or native English speakers that you might know outside the class room? If so, how often? If not, why not? Shogo.

S: Yes. I think so because my English is not so good so especially pronunciation I am not good at it. So when you play activity, group activity, it is good chance for practice pronunciation. So I think, I think so.

I: Ok. Good. Kenta.

S: Well, I like communication foreign language because so I want to learn English and I can I want to speak English.

I: Ok.

S: Ok.

I: Meguho.

S: I think so because when I met a English teacher in school... when I met him, I tried to speak English as much as I could. So that made me think I want to improve my English to be able to communicate with my English teachers.

I: Haruna

S: I know international students and ALT teachers mean opportunities to practice my English so I practiced it as much as I could.

I: Thank you. Question 5. Look at question 5. Did your teacher's teaching style and attitude in class encourage or motivate you to participate actively in class and communicate English with your classmates? In what way? If not, why not? Shogo

S: Yes, I think so. For example, when you ask question each student, I like teacher can't speak Japanese so every student have to respond in English. So it is difficult for me and maybe every student but this is good chance for practice English. Speak English.

I: Ok good. Kenta.

S: I think around only speak English this class and so we learn English through this class. And speak detail I like speak detail so we understand easy and fun.

I: Ok. Meguho.

S: In settings like group work, I could communicate with my classmates in English and I had to speak in English in class in order to be understood. So that led me to strive better.

I: Haruna.

S: I had opportunities to use English in group work and answer my teacher's questions in English. So that enabled me to participate in class actively.

I: Thank you. Question 6 on the back of the paper. Did the teaching materials, learning activities or teacher's attitude allow you to achieve goals that parents, teachers and others suggest to achieve in order to become a successful English speaker in the future? If so, how? If not, why? So goals people told you if you need to be an English speaker, a successful English speaker, and you need to do this and this. That kind of thing. So Shogo.

S: Yes, I think so. Wherever we go, we come across scenes to speak English more and more. And this class offered many activities to encourage us to express ourselves to others so I feel in that aspect, it was helpful. Well, it was for me

I: Ok. Kenta.

S: Well, I know English is very important and we will use it more as time goes by so I want to continue studying English while applying what I learn in classes like this one. And, I am very appreciative of this class because it's been helpful for my English studies.

I: Meguho.

S: This is the only class that allows me to be exposed to English for the entire 1.5 hrs. of the class, so this class allows me to assess what I need to do and to work towards working on my weaknesses. I feel this class was helpful in achieving my goals.

I: And Haruna.

S: English is clearly something we will need, so I will apply what I learn in class. I know what teachers do is for us to improve our English so yes, it will be helpful.

I: Ok number 7. Question 7. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set, in order to be a successful English speaker in the future? If so, how? If not, why? Goals you want to achieve for English speaking.

S: Yes, for example, when I talk with teacher, if I mistake for example, sentence or pronunciation, when I mistake, teacher said, teacher teach me about the mistake point. So it is very, very important for me.

I: Ok. Kenta.

S: I started taking this class at the beginning of my Sophomore year (2nd year) and I know my English skills have definitely improved. So I feel that this class has been useful with my goal to acquire English skills. All my hand outs have been corrected and I have absorbed everything Alan has answered to my questions, so yes, it's been helpful.

I: Meguho.

S: Yes, Initially, I couldn't speak English at all and it never occurred to me to study it. But by taking this course, I started to realize the importance of English and to like English a little bit because of that. Now I am determined to study it even harder.

I: Haruna.

S: I have been taking English classes since the first year as well and I could not speak English at all. But the class was helpful because teachers corrected my written English and gave me advice by explaining how certain things are used.

I: OK. Question 8. Is it easier for you to see yourself as an English speaker in the future now than it was before you took this class? Your most recent English class. If so, in what way? If not, why? Shogo.

S: Maybe no because, even though I am studying English the best I can, there are far more people that can speak English better than me outside the class. So I've noticed the gap and it makes me think that English hasn't gotten easier for me. But I can say that I am at a level where I don't feel English is difficult.

I: Kenta?

S: Compared to middle school and high school, I have more opportunities to use and speak English so I can imagine myself speaking English. But I am far from where I need to be so I should nurture this motivation to try to acquire English.

I: Meguho.

S: In comparison with middle school and high school, the things we are learning are definitely more difficult and having non-Japanese teachers is also tough. But they replace difficult words with easier vocabulary so, as hard as it is, it makes sense and it makes me want to do better.

I: Haruna.

S: My English has improved since middle school and high school. But I still cannot picture myself speaking English in the future so I should study harder so I can envision myself doing so.

I: Question 9. Has your attitude toward English study changed over the last 6 months or the last semester. If so, how has it changed? If not, why? Shogo?

S: Very changed.

I: Changed lot. Very much?

S: Because when I junior high school, high school, then I studied English for test but now I study for myself, for my future.

I: Kenta?

S: After taking this class, my opinion has really changed. I started to want to explain my feelings in English better and to be able to express things in details in English. So I have a higher level of consciousness toward English.

I: Meguho.

S: Yes. I think I should've studied English hard, more hard. Yes.

I: OK. Haruna.

S: I was pessimistic about my English because I wasn't good at it at all at first. But through taking this class, I begun to be aware of the necessity to speak English since it was only English class. So now my attitude toward English has xxxx.

I: Alright. Last question. Number 10. Have your plans about peaking or using English in the future changed over the last semester or the last 6 months? How have they changed? If not, why have they not changed? Future plans for speaking English. Shogo.

S: I don't change... I couldn't picture myself using English before. But my English has improved compared to before so I am beginning to see myself speaking English more and more. In that sense, it has changed.

I: Kenta?

S: I'm in university and learning more English than before. I started to think I want to do something that uses English in the future to apply what I am learning.

I: And Meguho?

S: I hated the idea of taking TOEIC before but I have changed and now think I should take the tests for my future. So first thing when I am in my third year, I think I will take a TOEIC test.

I: And Haruna.

S: I never really had opportunities to use English but now I do. I haven't taken Eiken or other tests either so it changed in the sense that I am beginning to think I need to start planning to get English certificates for my future.

I: Ok. Thank you very much for your help with the research. That's the end of the interview.

RW 2

I: We are interviewing RW 2 students. So again I am going to ask the same questions. Just give me your answers in Japanese. Alright. So, number 1. Everyone look at number 1. What teaching materials did you prefer using in class and why? Yuki.

S: Picture books. The reason for that is it was easy to understand because they had drawings to go along with the story and the stories were well written.

I: OK, Yuna.

S: What was written in the textbooks were all familiar so it was easy to imagine the story.

I: Ok. Yuna.

S: My answer is also picture books because it was easy to understand with pictures.

I: Takuya.

S: Hand-outs. It was easy to file so I could review them at a later date.

I: Number 2. What learning activities did you prefer participating in class? And why? Yudai.

S: Group work. It was good because I could hear opinions from others.

I: Ok, Takuya.

S: I liked pair work. The reason for that was it was more comfortable than in a group.

I: Yuki, number 2. What learning activities did you prefer participating in class and why?

S: Group work. I could converse and hear so many different opinions. It was fun because they were different from mine and it wasn't just one different opinion but 2 or 3 different ones.

I: Ok, Yuna. Number 2?

S: Group work. Because I could hear what others were thinking and, since there weren't many chances to get to know each other, it acted as an opportunity to speak in a group.

I: Number 3. Did the teaching materials or learning activities help you to see yourself using English in the future? In what way and if not, why? Yudai.

S: Because we were speaking English in class, it was easier for me to see myself speaking it in the future.

I: OK. Takuya.

S: My answer is pair work because it was one on one. It was easier to see myself using English because it was a one on one conversation. Yes.

I: Yuki.

S: Group work. I think it will come in handy when I'm working at a company, during business transactions or meetings.

I: And Yuna.

S: In group work, speaking about the things that happened that day or expressing opinions seemed helpful for the future.

I: Number 4. Did teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so, how often? If not, why not? Yuki.

S: Since there aren't many native English speakers around me and my friends and I xxx, so once we step out of the classroom, I didn't have many chances to speak English. So, not so often.

I: Yuna.

S: In group work, I had opportunities to speak up. But I only have Japanese friends outside the class and it wasn't easy to ask them to help me with my English practice.

I: OK. Yudai.

S: Just like Yuna, my environment is the same and I only have Japanese friends so I didn't have opportunities to speak English.

I: Takuya.

S: There were times we spoke Japanese in class so it didn't lead me to think I needed to practice English aggressively.

I: Number 5. Did your teacher's teaching style and attitude in classroom encourage or motivate you to participate actively in class and communicate in English with your classmates? In what way? If not, why not? Yudai.

S: I didn't understand English very well and at times, I didn't understand my teacher. So that hindered me from participating in class despite my desire to take part in class

I: Takuya.

S: Since explanations were giving in English, I tried to pay attention to understand what was said. But if I couldn't understand, I wasn't able to participate actively in class.

I: Yuna.

S: It was good that the teacher was trying to encourage us to work in groups. But the teacher just sat in the class and even when s/he came around, s/he wasn't checking if we understood everything. So I think it would have been easier for us to ask questions if s/he was closer to us.

I: Yuki.

S: Because the teacher didn't use Japanese, we had to pay extra attention to understand and guess the meaning of new words based on the words we understood. So having a non-Japanese speaking teacher was a good thing as far as motivation and attitude go.

I: Number 6. Back of this paper. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and others suggest you achieve in order to become a successful English speaker in the future. If so, how? If not, why? Yuna.

S: In writing class, because the teacher corrected and graded what we wrote about daily events and acknowledged our effort, it was helpful in setting up a goal to be able to speak English well in the future.

I: Yuki.

S: As I said before, the teacher uses only English so that made me listen carefully and look at the eyes of the speaker when listening. So it acted as a good experience to set up a goal to speak English well now as well as in the future.

I: Takuya.

S: I had to speak English and listen to English so I could set up a goal to listen and remember English. Although I couldn't achieve the goal, I was able to set up a goal for the future so it was a good thing.

I: Yudai.

S: I am repeating what was said, but I really paid attention to things said in English and I managed to set up a goal to speak English in the future. So it was good.

I: Number 7. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set in order to become a successful English speaker in the future? If so, how? If not, why? Takuya.

S: Long story short, I couldn't achieve my goal. There were times I couldn't comprehend or speak in class so it was good in the sense that I could set up a goal for my future. And I feel setting up a goal can be considered as accomplishment.

A: Yudai.

S: I couldn't achieve my goal but I gained awareness to speak better after taking this class so it was good.

I: Yuna.

S: I wasn't confident to start speaking until I thought through what I wanted to say in my head first. But my teacher in writing class said I should say what I want to say and give reasons after that. And also he gave us useful phrases so I could use them in speaking class. So I was able to achieve my goal of speaking English as much as I can.

I: Yuki.

S: It is not the matter of having achieved the goal or not at this point. I tried my best to speak English as fluently as I can by using conjunctions and to pay attention to the flow in writing class. So when the teacher corrected my English and I had to redo it on my own, I thought the class would definitely be useful in the future.

I: Number 8. Is it easier for you to see yourself as an English speaker in the future now than it was before your most recent English class, this class? If so, in what way? If not, why? Yuna.

S: I think it is easier to see myself as an English speaker. The reason is the same as before but because the teacher gave us key words and phrases on blackboard, opening sentences popped in my head more smoothly. So it is easier for me to see myself speaking English in the future.

I: Yuki.

S: It is definitely easier now. Compared to the classes I took in the past, I am learning natural conversations and my vocabulary has expanded in this class so I can speak English far more easily now.

I: Yudai.

S: As I said before, I think I am capable of speaking English much better, thanks to my teachers.

I: Takuya.

S: I can picture myself speaking English more or less but even before that, I can see myself studying English in panic.

I: Number 9. Has your attitude toward English study changed over the last 6 months or last semester? If so, how has it changed? If not, why? Yudai?

S: Because there were times I couldn't understand real English, it made me want to understand it better. So yes, my attitude towards studying has changed.

I: Takuya.

S: My attitude towards listening has changed since the teacher explained everything in English and I wanted to pick up better.

I: Yuki.

S: My attitude towards learning English hasn't changed because I've always liked studying it.

I: Yuna.

S: I think I am more motivated in learning English compared to the past. The reasons for that are I am now aware of many useful phrases because my teacher wrote them down for us and I buy English books. It changed for the better.

I: And the last question. Number 10. Have your plans about speaking and using English in the future changed over the last 6 months or the last semester. How have they changed? If not, why? Yuki.

S: I think that there was a change in my plan concerning speaking and using English in the past 6 months. I would like to go abroad to study more than before.

I: Yuna.

S: I know I said that earlier but it is easier to speak if we remember more phrases and I started to study vocabulary and idioms because I found myself not being able to speak up in class because of my limited vocabulary.

I: Yudai.

S: After taking the class, it made me think knowing English is useful and it can affect my career. When I think these thoughts, I thought I should plan things so that is a change for me.

I: Takuya.

S: Before I wanted to take a trip overseas but now I realized I wouldn't be able to pick up what's said if I did nothing beyond what I am doing now. So that means there has been a change in my plans and now my plans are to study English more.

I: Thank you very much for your help.

TOEIC HB

I: This is TOEIC 5 beginner interview questions. Alright. We are going to begin with question number 1. So look at question number 1 on your sheet. Question number 1. So think about this class when you answer this question. Think about this class, ok, for your answers. Number 1. What teaching materials did you prefer using in class? And why? Ok, so, Miki. You can start.

S: I like watching DVD.

I: You liked watching DVD. Ok.

S: Because we listening, we can listen to native speakers' English.

I: Ok, you enjoyed listening to native speakers' English? Alright. Kazuaki. Number 1

S: I liked TOEIC test.

I: Why?

S: I want to high score.
 I: Ok, Kazuma. Number 1.
 S: I'm not Kazuma.
 I: Oh, sorry, you are...
 S: I'm Yuki.
 I: Yuki Maeda. Sorry. Yuki.
 S: I liked the TOEIC test print because this is the TOEIC class and that print can practice TOEIC directly.
 I: OK. And you are Kazuma. You are Yasuaki.
 S: I like DVD.
 I: DVD. Why do you like DVD?
 S: Because I could hear native English speakers and it helped me improve my skills.
 I: Ok, question number 2. What learning activities did you prefer participating in class? And why? Learning activities, alright? Yasuaki.
 S: I like group study because by being matched with different people, I was able to learn each one's opinion.
 I: Ok, thank you. And Yuki.
 S: I liked the TOEIC test's book print because it can practice TOEIC directly.
 I: Alright. Thank you. Kazuaki.
 S: Kazuma.
 I: Kazuma. Alright. Number 2.
 S: I liked role play because...
 I: Role play, ok.
 S: I like think... I like thinking what to say.
 I: OK, Miki.
 S: I like role play because I talked many people and many different country people.
 I: Ok, number 3. Look at question number 3. Did the teaching materials or learning activities help you see yourself using English in the future? And what way did it help you? If not, why not? Miki?
 S: Yes, because I talked with many people so and I listen to native speakers' English so...
 I: Ok, good. Kazuma.
 S: Yes, because when native speaker talk about...
 I: Ok. Yuki.
 S: I couldn't imagine when I'm going to use English in future because this is the TOEIC class so this class's purpose is take the TOEIC's point more good and it can't imagine the English speaking.
 I: OK. And Yasuaki.
 S: Yes, because it made me want to speak to people from different countries.
 I: Ok, good. Number 4. Look at question number 4. Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so, how often? If not, why not? Yuki?
 S: I don't want to speak English because it's only the text written speech so there's no originality. If I use English, I want to speak English in my opinion.
 I: Aright. Yasuaki.

S: Yes. I will study every day.

I: Ok, good. Kazuma.

S: Yes, everyday, I want to talk native speaker.

I: Ok, Miki.

S: Yes, but I can't speak, talk with native speakers in class.

I: Alright. Ok. Ok, number 5. Look at question number 5. Did teacher's teaching style and attitude in classroom encourage or motivate you to participate actively in class in communicated English with your classmates. In what way? If not, why not? Miki?

S: Yes, this class is almost group works so I can talk with in English native speakers.

I: Ok, Kazuma.

S: Yes, the teacher has created a good environment.

I: Ok, and Yuki.

S: I think this class make me using English in speaking. For example, English speaking performance.

I: Ok, and Kazuma. Yasuaki.

S: Yes, not working alone but forming groups elicited motivation from each one of us.

I: Ok. Ok, question number 6 on the back. Question number 6. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and others suggest you achieve in order to be a successful English speaker in the future. If so, how. If not, why? Did this class help you achieve goals that other people tell you, things other people tell you need to be a good English speaker? Ok, Yuki.

S: This class wasn't useful because my purpose of I take this class is get the TOEIC good score but there are few TOEIC practice.

I: OK, Yasuaki.

S: Yes, it was helpful to watch DVD of conversations with foreigners in a study abroad setting.

I: Ok, Kazuma.

S: The teaching materials used in class was good.

I: Miki.

S: No, I didn't have purpose.

I: Ok, number 7. Question 7. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals you have set in order to become a successful English speaker in the future? If so, how. If not, why? Miki?

S: Yes, I can listen to native English speakers' English and talk with so many people.

I: Ok, Kazuma.

S: Yes, because it is a group work.

I: Because of a group work? Ok. And Yasuaki?

S: Yes, group study was very useful. Ok.

I: Ok, and Yuki.

S: This class was sometime useful and sometime few time we practice the English activity. That time was useful for speaking English.

I: Number 8. Is it easier for you to see yourself as an English speaker in the future now than it was before this English class, your most recent English class? If so, what way? If not, why? Yasuaki?

S: Yes, it is easy because my attitude to participate better in class is more visible compared to before.

I: Kazuma.

S: Yes, because I have improved.

I: And Miki.

S: Yes, I able to be speaking English.

I: Ok, question 9. Has your attitude toward English study changed over the last 6 months or during this last semester? If so, how has it changed? If not, why?

Miki?

S: I became positive studying English.

I: Ok, Kazuma.

S: It has changed. I want to study English more actively than before.

I: Ok. Yasuaki.

S: Yes. My future plan has been more visible so my awareness towards English has changed.

I: Yuki.

S: Yes. I start going to the E-Navi (self-study centre) for studying TOEIC so that English studying has changing.

I: Changed? Ok. And the last question. Number 10. Have your plans about speaking and using English in the future changed over the last 6 months or during the last semester? How have they changed? If they haven't, why not? Yasuaki.

S: Yes. I never really paid attention to English but after taking this course, my awareness towards English has changed and now it's been changed to where I will try to focus on studying English as much as I can.

I: Ok, Yuki.

S: No, I have no plan to using English after 6 months and there are no changes in my opinion.

I: Ok, good, Kazuma. Number 10.

S: Yes, I want to go Homestay.

I: You want to go Homestay? Ok. And Miki.

S: Yes. I think I want to go abroad.

I: You want to go abroad? Ok. Ok, that was the last question. Thank you very much for your help. Have a nice day.

Appendix R Interview Transcripts Study 2

Study 2

Interview 1 (3 students)

I: Alright so this is interview with Ko Inamoto, Yuri Kumazawa, and Tsubasa Shurashi. Alright. So, question number 1. Look at question number 1. Thinking about your RW 2 class here. What teaching materials did you prefer using in class and why? Yuri?

S: I like quiz.

I: Quiz?

S: Quiz about Christmas or New Year or something. Because we can understand about other countries' cultures and history.

I: Ok alright. Tsubasa.

S: I like card game.

I: Card games?

S: When people question or others question me, anyone who get answer and get cards.

I: So you like the interaction?

S: Yeah.

I: Ok, Ko.

S: I liked grammar text book because I improved English skill. That's all.

I: Number 2. What learning activities did you prefer participating in class? And why? So activities. group work, pair work. Any kind of activities we used in class to help teach you. Yuri.

S: I like writing essay activities. We wrote about metamorphosis so my major is creative writing so I enjoyed it.

I: Ok, Tsubasa.

S: I like pair work because we can help each other and learn about learn English.

I: Ko.

S: I liked pair work, too because I got along with them and improved communication skill. So in my opinion, I'm good at like story, like showing each other.

I: OK, good. Number 3. Did the teaching materials or learning activities help you to see yourself using English in the future? In what way? If it did, what way? If not, why not. Yuri?

S: Yes, because I practiced how to make essay or show something what I think about.

I: Ok, Tsubasa.

S: Yes, your work like brainstorming it will help like meeting.

I: Ko?

S: Yes, I think it is good for my future because it is important to speak English in front of many people.

I: Good. Number 4. Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or any Native English speakers that you might know of outside the classroom. If so, how often did you do this. If not, why not? Yuri?

S: Maybe no because I talk about this essay or other activities with my friends sometimes.

I: Ok, Tsubasa.

S: No. The top of the textbook is a little bit difficult so...

I: Alright. Ko?

S: Yes. For example, I work part time job at supermarket so if foreign people come to store, I would speak to them in English. Activity.

I: I just want to ask you in your class, are you using this text book?

S: Yes.

I: North Star 3B. So, number 5. Did your teacher's teaching style and attitude in the classroom encourage or motivate you to participate actively in class to communicate English with your classmates? In what way did this happen? If not, why? Yuri?

S: Maybe not a lot because sometimes discussion themes is too abstract so we can know about this theme so we can discuss about it.

I: Difficult subject to talk about.

S: Exactly.

I: Ok, Tsubasa.

S: Yes. Pair work and card game is always interesting.

I: That encourages you to participate more than, say, just a textbook.

S: Yeah.

I: OK, Ko.

S: I think no. Because my teacher didn't teach me how, so...

I: Ok, that's fine. Number 6 on the back of the paper. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers or others suggest you achieve in order to become a successful English speaker in the future? If so, how? If not, why? So anything, materials or attitude. Did it help you achieve goals that maybe someone else told you needed to do? Maybe your parents told you needed to do this to become a good English speaker or some other teacher told you. Yuri?

S: Yes. Because, of course this class is difficult for me but because of it, I tried to do many things hard. So...

I: OK, Tsubasa?

S: Yes, I did lot of things in this class and that is helps me in the future so I think so.

I: Ko.

S: No. So my teacher said, please study yourself. So he didn't help me.

I: OK. Number 7. Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set in order to become a successful English speaker in the future? If so, how. If not, why? So thinking about maybe your own goals, things you have thought "maybe I need to do this to get better at speaking English". Not what someone else has told you. Yuri?

S: Maybe no because like I said, discussion themes are so difficult so we can...

I: Ok, Tsubasa?

S: Yes, I want to use to listen some accent or dialect and my teacher is from England so...

I: Alright. Ko.

S: I think no. I think improved speaking skill is we always speaking in English but my teacher didn't always speak in English.

I: OK, number 8. Is it easier for you to see yourself as an English speaker now than it was before you took this, your most recent English class which is RW2 class? If so, in what way? If not, why? Yuri?

S: No because in third semester class we prepared to discussion activities but in this semester's class, I didn't have enough time to prepare.

I: Ok, Tsubasa.

S: Not changed.

I: OK. Ko.

S: Yes. One class I am talking in English only so I'm used to speak in English.

I: What class is that?

S: My major's class.

I: What's the name of the class?

S: In Japanese OK?

I: Yeah sure.

S:

S: History of English Education

I: Ok, alright. Number 9. Has your attitude toward English study changed over the last semester or the last 6 months? If so, how has it changed? If not, why? Yuri?

S: Yes, I think I want to speak about, I want to use English more than before.

I: OK, Tsubasa?

S: Yes, I took a TOEIC and TOEFL test so I studied hard.

I: Ko.

S: Yes, 6 months ago, I avoided to have TOEIC test but now I want to have TOEIC test from me.

I: And the last question. Number 10. Have your plans about speaking and using English in the future changed over the last 6 months or the last semester? How have they changed? If not, why have they not changed? Yuri?

S: Yes, I like writing or reading books but I didn't want to speak it before but recently I want to speak to other people more. So I changed my mind.

I: Ok, good. Tsubasa?

S: Yes, because this study about decided so I have to more study.

I: Ok, Ko.

S: No. I major in English so I want to work in using English definitely.

I: OK. One more question. When did you decide to go to Hawaii? Yuri?

S: When I entered Tokai University.

I: Which was when? Last year? Or when did you enter Tokai?

S: 2 years ago.

I: 2 years ago you thought you wanted to go overseas and study. You already had that idea. And you are doing it now.

I: Tsubasa? When did you decide?

S: When I was high school student.

I: So you've had this idea for a long time. And now you have the opportunity. Ok, Ko. When did you decide?

S: When I entered at university.

I: Tokai?

S: Tokai University.

I: And that was 2 years ago? Or When?

S: Yes, about 2 years ago.

I: Ok, all of you had this idea for a long time but maybe you didn't have the opportunity before. Alright. Now you have the opportunity. Ok. Thank you for your responses.

Study 2 Interview 1 (1 student)

I: This is the interview with Saya Aramaki.

S: Yeah.

I: On Friday January 23rd. Alright so you've read this part of the question of the instructions right? Just trying to get your opinions about your classes here at Tokai or specifically the class, or RW classes you are taking. Alright? So number 1. Question 1, Look at question 1. What teaching materials did you prefer using in class and why?

S: I like Big textbook I bought.

I: What is, which text book was it? North Star?

S: North Star. Yeah. The green. Very big. This one.

I: Yeah.

S: I don't like.

I: Other students said the same thing. Some teachers don't like using because it's not the best textbook. However, this will be changing next year. Alright anything else? Materials maybe teachers used.

S: Many teachers used only that textbook so yeah.

I: Alright. Question number 2. What learning activities did you prefer participating in class? And Why? So any kind of activities that you did, like group, pair work, discussion activities. Anything?

S: I like group work because I like to someone speaking English his or her opinion.

I: Alright. Number 3. Did the teaching materials or learning activities help you see yourself using English in the future and in what way did they help you and why didn't they help you?

S: It's not interesting and a lot of difficult words I like the questions I have many question but...

I: It changed huh? Number 4. Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so, how often? If not, why not?

S: My English... Yosuke Ishii and he is Japanese and he speaks Japanese, not English but very difficult to listening his English. He always saying "basically" or "What I want to do is..." It's difficult to hear so before this class, listening and speaking to my English teacher is Paul Lucenski. He is very late man so.

I: He is American. I know him. He is from America, yeah.

S: I am a little disappointed.

I: Were you more motivated to practicing English when you were taking Paul sensei's class because maybe he was a native speaker?

S: And he didn't take that textbook and he brings his studying materials.

I: Oh, his own materials.

S: He's very interesting and I want to be a good English speaker but now just attending the class. So...

I: Ok, good. Number 5. Did the teacher's teaching style and attitude in class motivate you to participate more actively in class and communicate English with class mates? If what why? If not, why not? So it's a similar question to number 4 but....

S: I'm speaking Japanese in this class so maybe it is difficult to speaking in English with Japanese students but I think this class is not English class. Just speaking in Japanese. Like free time.

I: Ok. Good. Question number 6. Did teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and other suggest you achieve in order to become a successful English speaker in the future? If so, how? If not, why not? So did these kinds of materials or learning activities used in class. Did they help you achieve goals that maybe your parents told you need to do this to become a good English speaker or maybe other teachers said, made suggestions.

S: Maybe not because I want to be a good English speaker so I'm trying to speak English like ... imitate... Speaking after that, repeat something saying in English. Maybe someone is a good model I want to speak like good model.

I: Right. Good. Question 7. Similar kind of question but... Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set in order to become a successful English speaker in the future? If so, how? If not, why? So the goals maybe that you think for yourself, not what other people have told you. Goals you want to achieve.

S: Maybe not? I want to learn more difficult... I want more difficult class but this class is a little easy for me.

I: Alright. Number 8. Is it easier for you to see yourself as an English speaker in the future now than it was before your most recent English class? So, meaning before this semester, before you took this class? If so, in what way? If not, why?

S: Maybe this class is a little easy so before class is more difficult.

I: And Number 9. Have your attitude toward English studies changed over the last 6 months or over the last semester? If so, how has it changed? If not, why? Maybe why this hasn't changed?

S: I changed because I decided to go to Hawaii so I'm studying a little English to... Just reading some English books yeah.

I: When did you decide to go to Hawaii?

S: Last September?

I: Just in September. Last year. That's when you made the decision? So just before you started this class.

S: Yeah, yeah.

I: Number 10. Have your plans about speaking and using English in the future changed over the last 6 months or the last semester. How have they changed? If not, why they haven't changed?

S: I changed because I started to watch American drama. Of course they are good at speaking English so I'm trying to hear that.

I: That's a good idea to watch as much American drama as you can. With Japanese subtitles, it can help but you can get used to hearing English. Ok, thank you for your time.

Study 2 Interview 2 (4 students)

I: Good afternoon.

S: Good afternoon.

I: Start with question one of course. Ko.

S: Yes.

I: Number 1. What teaching materials did you prefer using in class and why. Think about all the classes you are talking here; four classes you are taking. Just general answers. Fine

S: My best textbook is pronunciations of paper. I'm not good at pronunciation so when I did I watched that paper so I was very glad.

I: What class was that?

S: It was 2 speech class.

I: Oh speech class. Thank you.

S: In the reading class, we were using the big fish it is very hard to read and hard to understand. So it's difficult but it's a nice change to read English so I like.

I: OK good. Saya.

S: (noise) I like Big fish. It's difficult to understand and make sense. At first I hate that book but now a little interested.

I: Ok Juri.

S: In my opinion, in third period reading and writing class my major is creative writing so I love reading and think about books so I like this class.

I: OK. Has any of you seen the movie Big Fish?

S: I have...

I: There's a movie but I didn't know there was a book. I saw the novel and wow there's a book. But the movie is that... I have seen the movie a couple of times. Very interesting movie.

S: Movie, at the end of that class we will see the movie.

I: Yeah, it's a good movie. OK question number 2. What learning activities did you prefer participating in class? Not the materials but the activities like discussion or any kind of activities you enjoyed over others and why did you enjoy them? Juri?

S: I like discussing about books because at first I read books alone but we can share some ideas in discussion so I like.

I: Ok Saya.

S: Fourth period, I have to say something opinion or... We have to say each so that is a chance to speaking in English.

I: So what you did, this last class. You ask question and... He got you to ask him questions.

S: Not choice. We have to say something. But it's very good.

I: Tsubasa.

S: Conversation class, we played some kind of games so it's very fun and...

I: That was the 1st period.

S: It is very good way to use English so I like.

I: Ok. Ko.

S: In the reading and writing class we discussed opinion and make a circles of all members so because I like that action because I wanna know other people's opinion.

I: Ok good. Question 3. Did the teaching materials or learning activities that you've done in any of these classes help you to see yourself use English in the future. In what way? If so, what way? If not, why? Ko?

S: Yes, very helpful for me because discussing with other people is able to communicate each other. So I think it's very important for the future.

I: Right ok. Tsubasa.

S: It's helpful for me. Maybe I will have to read paper in English and all of the class we must not speak Japanese so it's very helpful.

I: Saya.

S: It is helpful because to be a good English speaker, we have to training and practice pronunciation or opinions. That is many chance to speak English and no Japanese that is very helpful.

I: Ok. Good. Juri.

S: Yeah, it's very helpful for me because sometimes some sentences is unusual in the book so telling other people what I feel is so difficult for me even I understand the story so it's good way to make an effort to telling my opinions to other people.

I: Aright. Number 4. Did the teaching materials or learning activities used in your classrooms motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so, how often do you do that? And if not, why not? Juri?

S: Yeah, I think so. Teachers sometimes ask us about life in Hawaii so it is good to practice normal conversation. It's useful for me.

I: Alright. Saya?

S: Teachers are very like friendly so I'm not very fear to...

I: Afraid.

S: Afraid to speak Native people, English people. Yeah.

I: Ok, Tsubasa?

S: Yes, I think many times in this classes sometime I couldn't answer the question and my grammar is not good so I think I have to practice.

I: Ko?

S: In the conversation class, we sang an English song and it's made me happy and during learning English so I could enjoy and enjoy by learning English.

I: Ok good. Question 5. Did the teacher's teaching styles of any of your teachers that are teaching here, did the teacher's teaching styles or attitude in classroom motivate you to participate actively in class and communicate English with your classmates. If so, in what way? and if not, why not? Ko?

S: Many teachers asked us many question so we have to think and find an answer. So it's made me more positive and active.

I: Ok, Tsubasa.

S: I think so. Many teacher is had our interesting games so we can enjoy more easily I think.

I: Saya.

S: Teachers speak slowly not too slow because to listening to us so I can listen to the teacher what he is saying then use easier language, easier English so I want to learn more and listen more carefully.

I: Alright. Juri?

S: In all class we don't just sitting and listening to teacher's speech so we can practice English more thinking about many things so it is, I think, it's important thing.

I: Ok, good. Number 6 on the back of the page, did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teacher or others suggest you achieve in order to become a successful English speaker in the future. If so, how? If not, why? Juri?

S: I think yes because... I think... I want to speak English more so I have to speak about, think about many things so in all classes I answering teachers' questions and talking many things so it's useful for me and...

I: Ok, Saya.

S: Here they have a lot of chances to speak English compare with Japan, there is no chance to speak English more Japanese. To Speak English more in classes, it's everything English, no Japanese. Very useful and helpful for me.

I: Ok, good. Tsubasa.

S: Yes, but it's not for my parents or my teacher. My goal.

I: Ok, Ko?

S: Yes, it's helpful for me and teachers said to me don't speak Japanese, only speak English. So it's important for us we can speak English in the future.

I: Question 7. Question 7 is similar to question number 6. Did teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set in order to be a successful English speaker in the future? If so, how? If not, why? So number 6 is talking about other people, what other people told you should do to be a successful in future. This is asking about your own ideas about what you need to do. So a little bit different. Not other people telling you to do but what you think you have to do. Ko?

S: Let me see, it's difficult to answer. My target is speaking English very speedy and so many teachers' attitude is very active so I...

I: So what is your goal? What do you want to do with English in the future? Speaking? Is that your main goal?

S: Yes, speaking.

I: Ok. And this class helped you or do you think this class has helped you to maybe work towards that goal?

S: Yes. So I spoke English and very long time so I was hoped by them.

I: Ok, Tsubasa?

S: In the future, I want to speak English more fluently so in this classes I can only speak English and book is all English so this classes helps my goal.

I: Ok, Saya.

S: Teachers say don't be afraid to speak English so now I am not that afraid to speak someone or we can try ask someone anything. Not afraid. That is changed before.

I: Changed from before.

S: Yeah, changed from before.

I: Juri?

S: At first when we speak English, I worried about my English's grammar or pronunciation and what I'm saying is correct or not. I didn't want to speak so much but in this school, I have confidence more than ever so it's useful.

A: OK, good. Number 8. Is it easier to see yourself as an English speaker in the future now than it was before your most recent English class? So basically before you started the program here, Hope's program at Hawaii Tokai College. So is it easier? Can you see yourself as an English speaker in the future? Is it easier to see it now than it was... I know it hasn't been a long time. You haven't been here in a really long time yet, but even in the short time you've been here. Has it changed in any way? Juri?

S: I can think, I speak English in my experience so maybe there will be easier to think I can speak English.

I: Ok, Saya?

S: Yes, it has changed because I spoke a lot of English then I speak a lot of English until now, more two weeks. So yeah.

I: Ok, Tsubasa.

S: Yes, I think so because the situation is very different from before I'm in America. I take English classes so I think so.

I: Ok, Ko.

S: In fact, I don't think so. Because speaking English is very difficult for me so I'm beginner yet.

I: Still. Still a beginner.

S: Yes.

I: OK. Ok. Question 9. Has your attitude about English, has your attitude toward English studies changed over the last... well. Since the last time I saw you it was in January. So maybe the last two or three months, say from December till now, has it changed? If so, how has it changed? If not, why? Ko?

S: Yes, changed. Because I have never focused on English for 6 months so I'm studying English very hardly.

I: Right. Ok, Tsubasa?

S: Yes, it's changed because now English is more close to me and more interested to speak English.

I: Ok. Saya.

S: Yes, it changed because before I was in Japan, I thought the grammar is the best thing in English but now I think pronunciation or how to conversation to another person. So it changed. I more listening English and more understand what they say. Yeah.

I: Ok Juri.

S: Yeah it changed. My thought of speaking English is more positively than before.

I: Ok, and number 10. Have your plans about speaking and using English in the future changed over the last 2 or 3 months? How have they changed? If not, why? Juri?

S: I was read about there is no opportunity to speak English in Japan but now, I wanted to find a chance to speak English by myself because in this school, I studied in English and I talked English outside so I wanted to talk and use English more.

I: Ok, good, Saya?

S: When I was in Japan, I have not purpose for using English but now my friend is working at McDonald in army, American camp in Japan, Atsugi.

I: Atsugi. Oh, I see.

S: So I want to work there and use more English.

I: Right. Ok, Tsubasa.

S: Yes, it's changed. I want to use English in my future job and now I think more strong to use English my future job.

I: Ok, and Ko?

S: Not changed because I'm concentrating on learning English so I'm not thinking about my future so far

I: Ok, good. Thank you very much for your help.

Appendix S Study 1 Interview Responses Summary

Study 1 Interview Responses (Summary)

Question 3: Did the teaching materials or learning activities help you to see yourself using English in the future? In what way? If not, why? (ideal-self)

TOEIC HB		
Yes		I talked with many people, I listen to native speakers' English
Yes		Native speaker talk
	No	Couldn't imagine when I'm going to use English in future This is the TOEIC class this class's purpose is take the TOEIC's point more good it can't imagine the English speaking.
Yes		Made me want to speak to people from different countries
RW2		
Yes		Because we were speaking English in class, it was easier for me to see myself speaking it in the future.
Yes		Pair work, because it was one on one. It was easier to see myself using English because it was a one on one conversation.
Yes		Group work, speaking about the things that happened that day or expressing opinions seemed helpful for the future.
Yes		Group work. I think it will come in handy when I'm working at a company, during business transactions or meetings.
ESP		
Yes		I know there might be a day when I have to explain myself in English so I feel this class helped me.
Yes		English is very important language in the future. I must learn English and I need English in the future.
Yes		English is not my forte but I feel it's improved and this class made me realize I need to study harder so I can apply my skills in the future. This class was useful for my future-self.
Yes		I'm not good at English either but I feel what I learned in school will be very useful for the future.

Question 4: Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so how often? If not, why not? (ideal-self)

TOEIC HB		
	No	I don't want to speak English because it's only the text written speech so there's no originality. If I use English, I want to speak English in my opinion.
Yes		I will study every day
Yes		Every day I want to talk to native speaker.
Yes		But I can't speak/talk with native speakers in class.
RW2		
No		There aren't many native English speakers around me and my friends and I, so once we step out of the classroom, I didn't have many chances to speak English. So, not so often.
No		In group work, I had opportunities to speak up. But I only have Japanese friends outside the class and it wasn't easy to ask them to help me with my English practice.

No	I only have Japanese friends so I didn't have opportunities to speak English.
No	There were times we spoke Japanese in class so it didn't lead me to think I needed to practice English aggressively.

ESP	
Yes	I think so because my English is not so good so especially pronunciation. So when you play activity, group activity, it is good chance for practice pronunciation.
Yes	I like communication in a foreign language because so I want to learn English and I can I want to speak English.
Yes	When I met an English teacher in school... when I met him, I tried to speak English as much as I could. So that made me think I want to improve my English to be able to communicate with my English teachers.
Yes	I know international students and ALT teachers mean opportunities to practice my English so I practiced it as much as I could.

Question 7: Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set to become a successful English speaker in the future? If so how? If not, why? (ideal-self)

TOEIC HB	
Yes	I can listen to native English speakers' English talk with so many people.
Yes	Because it is a group work
Yes	Group study was very useful
Yes	This class was sometime useful and sometime few time we practice the English activity. That time was useful for speaking English
RW2	
No	I couldn't achieve my goal. There were times I couldn't comprehend or speak in class.
No	I couldn't achieve my goal but I gained awareness to speak better after taking this class so it was good.
Yes	I wasn't confident to start speaking until I thought through what I wanted to say in my head first. But my teacher in writing class said I should say what I want to say and give reasons after that. And also he gave us useful phrases so I could use them in speaking class. So I was able to achieve my goal of speaking English as much as I can.
Yes	It is not the matter of having achieved the goal or not at this point. I tried my best to speak English as fluently as I can by using conjunctions and to pay attention to the flow in writing class. So when the teacher corrected my English and I had to redo it on my own, I thought the class would definitely be useful in the future.
ESP	
Yes	When I talk with teacher, if I mistake for example, sentence or pronunciation, teacher teach me about the mistake point. So it is very, very important for me.
Yes	I know my English skills have definitely improved this class has been useful with my goal to acquire English skills. I have absorbed everything the teacher has answered to my questions, so yes, it's been helpful.
Yes	Initially, I couldn't speak English at all. By taking this course, I started to realize the importance of English and to like English a little bit because of that. Now I am determined to study it even harder

Yes	The class was helpful because teachers corrected my written English and gave me advice by explaining how certain things are used.
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Question 8: Is it now easier for you to see yourself as an English speaker in the future than it was before your most recent English class? If so in what way? If not, why? (ideal-self)

TOEIC HB	
Yes	It is easy because my attitude to participate better in class is more visible compared to before.
Yes	Because I have improved.
Yes	I able to be speaking English.
Yes	No reason given
RW2	
Yes	I think it is easier to see myself as an English speaker the teacher gave us key words and phrases opening sentences popped in my head more smoothly.
Yes	It is definitely easier now. Compared to the classes I took in the past.
Yes	I think I am capable of speaking English much better, thanks to my teachers.
Yes	I can picture myself speaking English more or less but even before that.
ESP	
No	Even though I am studying English the best I can, there are far more people that can speak English better than me outside the class. So I've noticed the gap and it makes me think that English hasn't gotten easier for me. But I can say that I am at a level where I don't feel English is difficult.
Yes	Compared to middle school and high school, I have more opportunities to use and speak English so I can imagine myself speaking English.
Yes	In comparison with middle school and high school, the things we are learning are definitely more difficult and having non-Japanese teachers is also tough. But they replace difficult words with easier vocabulary so, as hard as it is, it makes sense and it makes me want to do better.
No	My English has improved since middle school and high school. But I still cannot picture myself speaking English in the future so I should study harder so I can envision myself doing so.

Question 10: Have your plans about speaking and using English in the future changed over the last six months? How have they changed? If not, why? (ideal-self)

TOEIC HB	
Yes	I never really paid attention to English but after taking this course, my awareness towards English has changed and now it's been changed to where I will try to focus on studying English as much as I can.
No	I have no plan to using English after 6 months and there is no change in my opinion.
Yes	I want to go Home stay.
Yes	I think I want to go abroad.
RW2	

Yes	Easier to speak if we remember more phrases. I started to study vocabulary and idioms because I found myself not being able to speak up in class because of my limited vocabulary.
Yes	After taking the class, it made me think knowing English is useful and it can affect my career. I should plan things so that is a change for me.
Yes	I wanted to take a trip overseas but now I realized I wouldn't be able to pick up what's said if I did nothing beyond what I am doing now. There has been a change in my plans and now my plans are to study English more.
ESP	
Yes	I couldn't picture myself using English before. But my English has improved compared to before so I have begun to see myself speaking English more and more. In that sense, it has changed.
Yes	I'm in university and learning more English than before. I started to think I want to do something that uses English in the future to apply what I am learning.
Yes	I hated the idea of taking TOEIC before but I have changed and now think I should take the tests for my future.
Yes	It changed in the sense that I begun to think I need to start planning to get English certificates for my future.

Question 6: Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and others suggest you achieve in order to become a successful English speaker in the future? If so how? If not, why? (ought-to-self)

TOEIC HB		
	No	This class wasn't useful because my purpose of I take this class is get the TOEIC good score but there are few TOEIC practice.
Yes		It was helpful to watch DVD of conversations with foreigners in a study abroad setting
Yes		The teaching materials used in class was good
	No	I didn't have purpose.
RW2		
Yes		In writing class, because the teacher corrected and graded what we wrote about daily events and acknowledged our effort. It was helpful in setting up a goal to be able to speak English well in the future.
Yes		The teacher uses only English so that made me listen carefully and look at the eyes of the speaker when listening. So it acted as a good experience to set up a goal to speak English well now as well as in the future.
Yes		I had to speak English and listen to English so I could set up a goal to listen and remember English. Although I couldn't achieve the goal, I was able to set up a goal for the future so it was a good thing.
Yes		I really paid attention to things said in English and I managed to set up a goal to speak English in the future. So it was good.
ESP		
Yes		This class offered many activities to encourage us to express ourselves to others so I feel in that aspect, it was helpful for me.
Yes		English is very important and we will use it more as time goes by so I want to continue studying English while applying what I learn in classes like this one
Yes		This class allows me to assess what I need to do and to work towards working on my weaknesses. I feel this class was helpful in achieving my goals.

Yes	English is clearly something we will need, so I will apply what I learn in class. I know what teachers do is for us to improve our English so yes, it will be helpful.
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Question 1: What teaching materials did you prefer using in class? Why? (learning experience/general attitude)

TOEIC HB	
DVD	We can listen to native speakers' English.
TOEIC Test handout	I want to high score.
TOEIC Test handout	This is the TOEIC class and that print can practice TOEIC directly.
DVD	I could hear native English speakers and it helped me improve my skills.

RW2	
Picture book (textbook)	Easy to understand because they had drawings to go along with the story and the stories were well written
Textbook	What was written in the textbooks were all familiar so it was easy to imagine the story.
Picture book (textbook)	It was easy to understand with pictures.
Handouts	It was easy to file so I could review them at a later date.
ESP	
Textbook	I don't know the detail about Gateway City but through this unit I understand about Gateway City.
DVD	Easy
Print cross word puzzle	I don't like English but it was fun.
DVD/Handouts	I like documentary movie because I cannot speak English. Well... I don't know how to say "easy."

Question 2: What learning activities did you prefer participating in class? Why? (learning experience/general attitude)

TOEIC HB	
Group study	By being matched with different people, I was able to learn each one's opinion.
TOEIC test's book handout	Can practice TOEIC directly.
Role play	I like thinking what to say.
Role play	I talked many people and many different country people.
RW2	
Group work	It was good because I could hear opinions from others.
Pair work	It was more comfortable than in a group
Group work	I could converse and hear so many different opinions. It was fun because they were different from mine and it wasn't just one different opinion but 2 or 3 different ones.
Pair work	I could hear what others were thinking and, since there weren't many chances to get to know each other, it acted as an opportunity to speak in a group.
ESP	
Group and pair work	A chance to speak English and try speak English.
Group work	It was fun and make, make poster together.
Group work	It was fun.
Group work	Communication skills and it was fun.

Question 5: Did your teacher's teaching style and attitude in the classroom encourage or motivate you to participate actively in class and communicate in English with your classmates? In what way? If not, why not? (learning experience/general attitude)

TOEIC HB		
Yes		This class is almost group works so I can talk with in English native speakers.
Yes		The teacher has created a good environment
Yes		I think this class make me using English in speaking. For example, English speaking performance.
Yes		Not working alone but forming groups elicited motivation from each one of us
RW2		
	No	I didn't understand English very well and at times, I didn't understand my teacher. So that hindered me from participating in class despite my desire to take part in class.
	No	Since explanations were giving in English, I tried to pay attention to understand what was said. But if I couldn't understand, wasn't able to participate actively in class.
	No	It was good that the teacher was trying to encourage us to work in groups. But the teacher just sat in the class and even when s/he came around, s/he wasn't checking if we understood everything. So I think it would have been easier for us to ask questions if s/he was closer to us.
Yes		The teacher didn't use Japanese, we had to pay extra attention to understand and guess the meaning of new words based on the words we understood. So having a non-Japanese speaking teacher was a good thing as far as motivation and attitude go.
ESP		
Yes		I like teacher can't speak Japanese so every student has to respond in English. This is good chance for practice English. Speak English.
Yes		We only speak English this class. We speak detail I like speak detail so we understand easy and fun.
Yes		In settings like group work, I could communicate with my classmates in English. So that led me to strive better.
Yes		I had opportunities to use English in group work and answer my teacher's questions in English. So that enabled me to participated in class actively.

Question 9: Has your attitude toward English study changed over the last six months? If so how has it changed? If not, why? (learning experience/general attitude)

TOEIC HB		
Yes		I became positive studying English.
Yes		It has changed. I want to study English more actively than before.
Yes		My future plan has been more visible so my awareness towards English has changed
Yes		I start going to the E-Navi for studying TOEIC so that English studying has changing
RW2		
Yes		There were times I couldn't understand real English, it made me want to understand it better. My attitude toward English has changed.
Yes		The teacher explained everything in English and I wanted to pick up better.
	No	Hasn't changed because I've always liked studying it.
Yes		I am more motivated in learning English compared to the past. I am now aware of many useful phrases because my teacher wrote them down for us and I buy English books. It changed for the better.
ESP		

Yes	When I was in junior high school, high school, then I studied English for test but now I study for myself, for my future.
Yes	After taking this class, my opinion has really changed. I started to want to explain my feelings in English better. I am able to express things in details in English. So I have a higher level of consciousness toward English.
Yes	I think I should've studied English hard, more hard.
Yes	I was pessimistic at my English because I wasn't good at it at all at first. But through taking this class, I begun to be aware of the necessity to speak English. So now my attitude toward English has changed.

Appendix T Study 2 Interview 1 Responses Summary

Study 2 Interview 1 Responses (Summary)

Question 3: Did the teaching materials or learning activities help you to see yourself using English in the future? In what way? If not, why? (ideal-self)

HTIC student interview 1		
Yes		I practiced how to make essay or show something what I think about.
Yes		Brainstorming it will help like meeting.
Yes		Good for my future because it is important to speak English in front of many people.
	No	Its not interesting.

Question 4: Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so how often? If not, why not? (ideal-self)

HTIC student interview 1		
	No	My teacher is Japanese and it is difficult to understand his English. I am a little disappointed.
	No	I talk about this essay or other activities with my friends sometimes.
	No	The top of the textbook is a little bit difficult.
Yes		I work part time job at supermarket so if foreign people come to store, I would speak them in English.

Question 7: Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set in order to become a successful English speaker in the future? If so how? If not, why? (ideal L2-self)

HTIC student interview 1		
	No	Discussion themes are difficult.
Yes		I want to use to listen some accent or dialect and my teacher is from England.
	No	My speaking skill improved by my teacher didn't always speak in English.
	No	I want to learn more difficult... I want more difficult class but this class is a little easy for me.

Question 8: Is it now easier for you to see yourself as an English speaker in the future than it was before your most recent English class? If so in what way? If no, why? (ideal-self)

HTIC student interview 1		
Yes		This class is a little easy, the class I had before was more difficult.
	No	In third semester class we prepared to discussion activities but in this semester's class, I didn't have enough time to prepare.
	No	No reason given.
Yes		One class I am talking in English only so I'm used to speak in English.

Question 10: Have your plans about speaking and using English in the future changed over the last six months? How have they changed? If not, why? (ideal-self)

HTIC student interview 1		
Yes		I like writing or reading books but I didn't want to speaking it before but recently I want to speak to other people more. So I changed my mind.
Yes		I have to study more.
	No	I major in English so I want to work in using English definitely.
Yes		I started to watch American drama. Of course they are good at speaking English so I'm trying to hear that.

Question 6: Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and others suggest you achieve in order to become a successful English speaker in the future? If so how? If not, why? (ought-to- self)

HTIC student interview 1		
	Maybe not	I want to be a good English speaker so I'm trying to speak English by copying what English speakers say.
Yes		This class is difficult for me but because of it, I tried to do many things hard.
Yes		I did a lot of things in this class and that is helps me in the future so I think so.
	No	So my teacher said, please study yourself. So he didn't help me.

Question 1: What teaching materials did you prefer using in class. Why? (learning experience/general attitude)

HTIC student interview 1	
Quiz	About Christmas or New Year or something. Because we can understand about other countries' cultures and history.
Card game	When people question or others quest me, anyone who get answer and get cards. I like communication.
Grammar textbook	I improved my English skill.
Reading textbook	No reason given.

Question 2: What learning activities did you prefer participating in during class? (learning experience/general attitude)

HTIC student interview 1	
Group work	I like to someone speaking English his or her opinion.
Essay writing	We wrote about metamorphosis so my major is creative writing so I enjoyed it.
Pair work	We can help each other and learn about learn English.
Pair work	I got along with them and improved communication skill. So in my opinion, I'm good at like story, like showing each other.

Question 5: Did your teacher’s teaching style and attitude in the classroom encourage or motivate you to participate actively in class and communicate in English with your classmates? In what way? If not, why not? (learning experience/general attitude)

HTIC student interview 1		
	Maybe not a lot	Sometimes discussion themes are too abstract so we can know about this theme so we can discuss about it.
Yes		Pair work and card game is always interesting.
	No	My teacher didn’t teach me how.
	No	I’m speaking Japanese in this class so maybe it is difficult to speaking in English with Japanese students.

Question 9: Has your attitude toward English study changed over the last six months? If so how has it changed? If not, why? (L2 learning experience/general attitude)

HTIC student interview 1	
Yes	I decided to go to Hawaii so I’m studying a little English to... Just reading some English books.
Yes	I want to use English more than before.
Yes	I took a TOEIC and TOEFL test so I studied hard.
Yes	6 months ago, I avoided to have TOEIC test but now I want to have TOEIC test.

Appendix U Study 2 Interview 2 Responses Summary

Study 2 Interview 2 Responses (Summary)

Question 3: Did the teaching materials or learning activities help you to see yourself using English in the future? In what way? If not, why? (ideal-self)

HTIC student interview 2	
Yes	Discussing with other people is able to communicate each other. So I think it's very important for the future.
Yes	Maybe I will have to read paper I and English and all of the class we must not speak Japanese so it's very helpful.
Yes	To be a good English speaker, we have to training and practice pronunciation or opinions. That is many chance to speak English and no Japanese that is very helpful.
Yes	Sometimes some sentences are unusual in the book so telling other people what I feel is so difficult for me even I understand the story so it's good way to make an effort to telling my opinions to other people.

Question 4: Did the teaching materials or learning activities used in your classroom motivate you to speak or practice English with your friends or native English speakers outside the classroom? If so how often? If not, why not? (ideal-self)

HTIC student interview 2	
Yes	Teachers sometimes ask us about life in Hawaii so it is good to practice normal conversation. It's useful for me.
Yes	Teachers are very like friendly so I'm not afraid to speak to Native English speakers.
Yes	I think many times in this classes sometime I couldn't answer the question and my grammar is not good so I think I have to practice.
Yes	In the conversation class, we sang an English song and it's made me happy so I could enjoy by learning English.

Question 7: Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that you have set in order to become a successful English speaker in the future? If so how? If not, why? (ideal-self)

HTIC student interview 2	
Yes	I spoke English and very long time so I was helped by them (classes).
Yes	In the future, I want to speak English more fluently so in these classes I can only speak English and book is all English so these classes help my goal.
Yes	Now I am not that afraid to speak to someone or we can try ask someone anything that is changed from before.
Yes	I worried about my English's grammar or pronunciation and what I'm saying is correct or not I didn't want to speak so much but in this school, I have confidence more than ever so it's useful.

Question 8: Is it now easier for you to see yourself as an English speaker in the future than it was before your most recent English class? If so in what way? If not, why? (ideal-self)

HTIC student interview 2		
Yes		I can think, I speak English in my experience so maybe there will be easier to think I can speak English.
Yes		I spoke a lot of English then I speak a lot of English until now, more two weeks.
Yes		The situation is very different from before I'm in America. I take English classes
	No	Speaking English is very difficult for me so I'm beginner yet.

Question 10: Have your plans about speaking and using English in the future changed over the last six months? How have they changed? If not, why? (ideal-self)

HTIC student interview 2		
Yes		I read there is no opportunity to speak English in Japan. but now, I wanted to find a chance to speak English by myself because, I studied in English and I talked English outside so I wanted to talk and use English more.
Yes		When I was in Japan, I have not purpose for using English but now my friend is working at McDonald in army, American camp in Japan. I want to work there and use English.
Yes		I want to use English in my future job.
	No	I'm concentrating on learning English so I'm not thinking about my future so far.

Question 6: Did the teaching materials, learning activities or your teacher's attitude allow you to achieve goals that parents, teachers and others suggest you achieve in order to become a successful English speaker in the future? If so how? If not, why? (ought-to-self)

HTIC student interview 2		
Yes		I want to speak English more so in all classes I answering teachers' questions and talking many things so it's useful for me.
Yes		Here we have a lot of chances to speak English compare with Japan. To Speak English more in classes, it's everything English, no Japanese. Very useful and helpful for me.
Yes		Not for my parents or my teacher...my goal.
Yes		It's helpful for me and teachers said to me don't speak Japanese, only speak English. So it's important for us we can speak English in the future.

Question 1: What teaching materials did you prefer using in class? Why? (learning experience/general attitude)

HTIC student interview 2		
Handouts		I'm not good at pronunciation so when I looked at that paper so I was very glad.
Novel		In the reading class, we were using the Big Fish it is very hard to read and hard to understand. So it's difficult but it's a nice change to read English so I like.
Novel		I like Big Fish. It's difficult to understand and make sense. At first I hate that book but now a little interested.
Novel		Reading and writing class my major is creative writing so I love reading and think about books so I like this class.

Question 2: What learning activities did you prefer participating in during class? Why? (learning experience/general attitude)

HTIC student interview 2	
Group work	I like discussing about books because at first I read books alone but we can share some ideas in discussion so I like.
Speaking activities	I have to say something opinion or... We have to say each so that is a chance to speaking in English.
Speaking activities	Conversation class, we played some kind of games so it's very fun and it is very good to way to use English so I like.
Group work	In the reading and writing class we discussed opinion and make a circles of all members so because I like that action because I want to know other people's opinion.

Question 5: Did your teacher's teaching style and attitude in the classroom encourage or motivate you to participate actively in class and communicate in English with your classmates? In what way? If not, why not? (learning experience/general attitude)

HTIC student interview 2	
Yes	Many teachers asked us many questions so we have to think and find an answer. So it's made me more positive and active.
Yes	Many teachers had interesting games so we can enjoy more easily I think.
Yes	I can listen to the teacher what he is saying then use easier language, easier English so I want to learn more and listen more carefully.
Yes	In all classes we don't just sit and listen to teachers' speech we can practice English more thinking about many things so it's an important thing.

Question 9: Has your attitude toward English study changed over the last two months? If so how has it changed? If not, why? (learning experience/general attitude)

HTIC student interview 2	
Yes	I have never focused on English for 6 months so I'm studying English very hard.
Yes	Now English is more close to me and I am more interested to speak English.
Yes	Before I was in Japan, I thought grammar is the best thing in English. But now I think pronunciation or how to converse with another person. So it changed. I listen more to English and more understand what people say.
Yes	My thought of speaking English is more positive than before.

Appendix V Study 1 *t*-value Tables

Questionnaire Section 1

TOEIC HB	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1	3.47	1.46	3.00	1.46	16	0.1193
2	3.41	1.84	3.65	1.58	16	0.5946
3	4.12	1.54	3.82	1.42	16	0.2636
4	2.82	1.47	2.76	1.68	16	0.8420
5	2.94	1.43	2.94	1.56	16	1.0000
6	3.65	1.32	3.06	1.52	16	0.0460*
7	4.24	1.52	4.29	1.49	16	0.8050

**p*<0.05 is statistically significant

RW2	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1	2.08	1.51	2.58	1.73	11	0.3243
2	2.50	1.83	2.91	1.78	11	0.3388
3	2.92	1.68	2.92	1.78	11	1.0000
4	2.16	1.95	2.25	1.86	11	0.8298
5	2.00	1.60	2.41	1.78	11	0.5078
6	2.58	2.02	2.58	1.68	11	1.0000
7	3.00	1.71	3.42	1.56	11	0.5393

**p*<0.05 is statistically significant

ESP	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1	2.17	1.34	3.00	1.21	11	0.0054*
2	2.91	1.51	3.16	1.85	11	0.6119
3	3.16	1.59	3.91	1.08	11	0.1455
4	1.91	1.78	1.75	1.14	11	0.7949
5	2.00	1.35	2.33	1.07	11	0.3388
6	2.25	1.54	2.92	1.44	11	0.0128*
7	3.91	1.98	4.16	1.59	11	0.6119

* $p < 0.05$ is statistically significant

Questionnaire Section 2

TOEIC HB	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.41	1.33	2.06	1.09	16	0.1378
2.	2.59	1.33	2.35	1.17	16	0.4495
3.	2.41	1.28	2.29	1.21	16	0.6959
4.	2.47	1.50	2.41	0.94	16	0.8842
5.	2.00	1.22	2.12	1.05	16	0.6515
6.	2.41	1.50	3.00	1.58	16	0.1162
7.	2.76	1.39	2.41	0.94	16	0.3818
8.	3.88	1.45	3.76	1.39	16	0.6684

* $p < 0.05$ is statistically significant

RW2	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	1.58	0.79	2.08	1.31	11	0.2360
2.	2.33	1.30	2.83	1.75	11	0.4293
3.	2.16	1.75	2.58	1.73	11	0.3924
4.	2.00	1.48	2.33	1.37	11	0.6326
5.	2.08	1.62	2.25	1.60	11	0.5863
6.	2.50	1.51	2.00	0.85	11	0.1661
7.	2.00	1.54	2.58	1.44	11	0.2674
8.	3.76	2.06	3.66	1.45	11	0.7609

**p*<0.05 is statistically significant

ESP	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.41	1.73	2.83	1.59	11	0.4699
2.	2.41	1.73	3.00	1.60	11	0.0674
3.	2.00	1.35	3.00	1.35	11	0.0261*
4.	2.41	1.56	2.91	1.44	11	0.2360
5.	2.16	1.40	2.33	1.23	11	0.7014
6.	2.50	1.57	2.58	1.51	11	0.8202
7.	2.50	1.68	2.91	1.31	11	0.4474
8.	4.08	1.83	4.50	1.38	11	0.2410

**p*<0.05 is statistically significant

Questionnaire Section 3

TOEIC HB	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.94	1.60	2.82	1.81	16	0.8217
2.	2.76	1.52	2.59	1.80	16	0.7498
3.	3.06	1.60	2.47	1.66	16	0.2886
4.	3.24	1.64	2.76	1.89	16	0.4208

**p*<0.05 is statistically significant

RW2	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.83	1.99	2.41	1.31	11	0.5521
2.	2.75	1.91	2.25	1.29	11	0.4702
3.	2.75	1.82	2.66	1.50	11	0.8808
4.	2.75	1.82	2.58	1.31	11	0.7949

**p*<0.05 is statistically significant

ESP	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	3.00	0.95	3.25	0.97	11	0.1911
2.	3.25	1.06	3.50	1.00	11	0.2750
3.	3.16	0.94	3.75	1.06	11	0.0271*
4.	3.00	0.85	3.33	1.07	11	0.2199

**p*<0.05 is statistically significant

Questionnaire Section 4

TOEIC HB	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.71	1.36	2.52	1.37	16	0.5645
2.	3.41	1.80	2.59	1.84	16	0.0947
3.	3.71	1.72	2.71	1.72	16	0.0628
4.	3.41	1.66	2.76	1.48	16	0.1347
5.	3.65	1.77	2.94	1.92	16	0.1697

****p*<0.05 is statistically significant**

RW2	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.00	1.21	2.50	1.31	11	0.3997
2.	2.25	1.76	2.58	1.16	11	0.5400
3.	2.66	1.83	2.75	1.54	11	0.8995
4.	3.09	1.56	2.83	1.42	11	0.6380
5.	2.41	1.73	2.66	1.56	11	0.7184

****p*<0.05 is statistically significant**

ESP	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.83	1.11	2.91	1.08	11	0.6742
2.	2.91	1.24	2.91	1.08	11	1.0000
3.	2.50	1.45	3.33	1.15	11	0.0854
4.	2.83	1.11	3.41	1.16	11	0.0264
5.	3.33	1.44	3.50	1.38	11	0.6380

****p*<0.05 is statistically significant**

Appendix W Study 2 *t*-value Tables

Questionnaire Section 1

HTIC	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	3.75	0.50	3.75	1.26	3	1.0000
2.	4.25	0.50	4.25	0.96	3	1.0000
3.	4.50	0.58	4.75	0.96	3	0.7177
4.	3.25	0.96	2.75	1.26	3	0.6042
5.	3.50	0.58	2.75	1.50	3	0.2152
6.	3.75	0.50	3.50	1.00	3	0.7177
7.	5.25	0.96	5.00	0.00	3	0.6376

**p*<0.05 is statistically significant

Questionnaire Section 2

HTIC	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	1.75	0.50	2.00	1.15	3	0.6376
2.	3.00	1.41	2.75	1.71	3	0.6376
3.	2.75	0.50	2.25	0.96	3	0.1817
4.	2.25	0.96	2.75	0.50	3	0.1817
5.	2.75	1.50	3.25	1.71	3	0.1817
6.	3.50	1.73	2.75	1.26	3	0.0577
7.	3.75	1.71	2.75	1.26	3	0.0917
8.	4.50	1.73	5.25	0.96	3	0.4444

**p*<0.05 is statistically significant

Questionnaire Section 3

HTIC	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	3.00	1.41	4.50	1.29	3	0.1817
2.	4.25	1.26	5.00	0.82	3	0.4860
3.	4.25	0.50	4.75	1.26	3	0.6042
4.	4.50	0.58	4.25	1.50	3	0.7608

* $p < 0.05$ is statistically significant

Questionnaire Section 4

HTIC	Questionnaire 1 Mean	SD	Questionnaire 2 Mean	SD	df	<i>p</i> -value
1.	2.50	1.29	3.75	1.71	3	0.1942
2.	4.25	0.96	4.50	1.29	3	0.6376
3.	4.00	0.82	4.75	0.96	3	0.0577
4.	3.75	1.50	4.25	1.50	3	0.1817
5.	3.75	1.26	5.00	0.82	3	0.1411

* $p < 0.05$ is statistically significant